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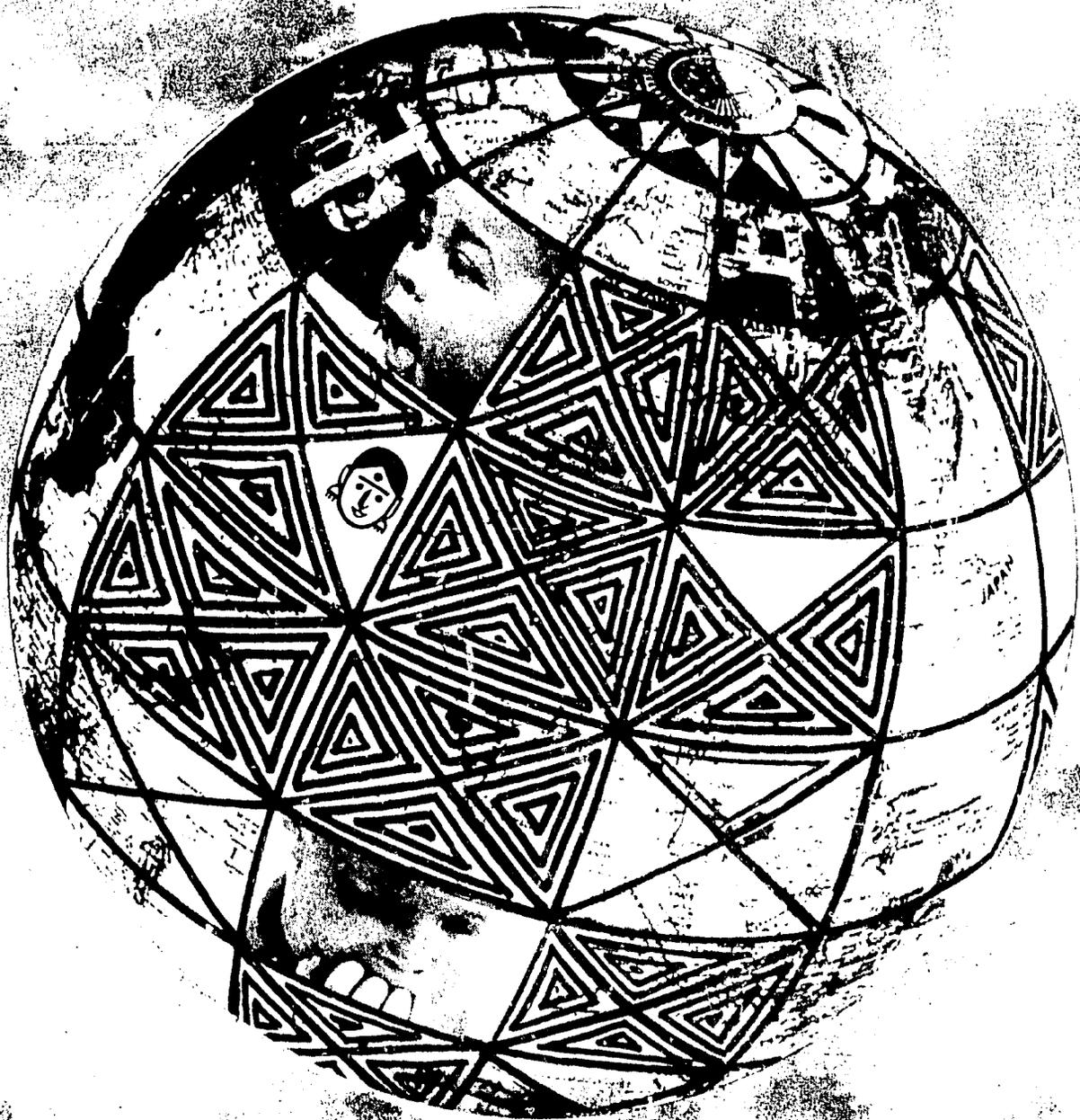
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No conference which relies on its success for international cooperation can be carried out smoothly without the help of many organizations and persons. The duties and responsibilities they undertake often go far beyond the "ordinary call of duty".

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Sincere appreciation must also go to the following people for compiling, editing, and designing this report: Dr. Herbert C. Hunsaker, World Education Representative in India and the Near East/South Asia Regions; Dr. Marion Edman, consultant for World Education; Mrs. Kamala Rana, World Education Field Secretary; and Mr. M. Swaminathan and Mr. P. G. Charadva of S.H. Benson (India) Private Ltd.

The India International Centre provided an ideal setting for conducting the workshop.

SECTION I

INTRODUCTION

The logic of linking literacy and family planning is so clear that almost everyone concerned about the world's population crisis responds with an immediate "yes, of course" when World Education's new programme is described.

Population growth must be controlled. Functional literacy—education that is effectively related to daily life—must be universal. That these two goals are interdependent and mutually supporting became World Education's strong conviction, growing out of 17 years of association with Literacy House in Lucknow, India. Prompted by this conviction and experience, World Education began to develop programmes relating literacy to family planning education.

At the same time, the Population Office of the United States Agency for International Development (USAID) had been seeking new approaches to the massive problem of population growth, a menacing threat to the quality—indeed, the very existence—of life for all of us. In late 1968, discussions were initiated with World Education. The resulting literacy/family planning education programme was designed and initiated through a contract agreement between World Education and USAID in June 1969. The objective was clearly stated: "to encourage and implement the use of population/family planning information in functional literacy programmes throughout the developing world."

In the first year, soundings were taken and beginnings made in six countries including India. Intensive field work was undertaken by Thomas B. Keehn, executive vice president of World Education, and Dr. Herbert C. Hunsaker, consultant, in a number of countries in Near East/South Asia and Far East. The initial objective was to seek ways to initiate training programmes, and develop materials and demonstration projects in at least five countries in the first year.

The primary result of this planning period and field investigation was an inter-regional workshop on literacy/family planning education which was held in India from 18 April to 2 May 1970. The workshop developed from discussions with country leaders in family planning and literacy, USAID officials, and adult education and literacy specialists in the United States, Canada and India.

Invitations were sent to carefully identified personnel in the adult literacy, family planning and health education fields in Afghanistan, India, Iran, the

Philippines, Thailand and Turkey. Acceptances were 100 percent, and almost forty participants arrived in New Delhi for the opening of the workshop.

In addition, about thirty resource leaders—specialists, speakers, USAID and UNESCO advisors—took part in the workshop. A three-day field trip to Literacy House in Lucknow for participants and resource leaders was one of the highlights of the workshop programme.*

This report presents a comprehensive picture of the literacy/family planning education workshop. The chapters that follow give details about the workshop methodology, the basic questions discussed, and the results achieved.

The workshop was important, not only for the values it held for participants, but also as a touchstone for the development of literacy/family planning programmes in a number of countries in the years ahead. Specifically, World Education plans to keep in close touch with the country demonstration projects that were designed at the workshop. Follow-up advisory and technical services will be provided as well as materials and supporting services.

Training programmes and specialized workshops will be planned as needed in the Near East/South Asia and the Far East regions. Other countries will be contacted and the experiences of the first year will be extended through similar programmes in Africa and South America.

The participants in the New Delhi/Lucknow workshop in literacy and family planning education have helped both the people of their own countries and World Education to design and implement programmes which may be among the most important tools available in the crucial battle against worldwide population growth and illiteracy.

THOMAS B. KEEHN
Executive Vice President
World Education Inc.

*The names of participants, resource leaders and observers are given in Appendix II.

SECTION II

THE ORGANIZATION AND METHODOLOGY OF THE WORKSHOP

Workshops usually make greater use of the experience and background of both the participants and the staff than do most other training situations, such as conferences, institutes or seminars. As the name itself implies, an effective workshop is one in which all members of the group are actively engaged in the learning process. It also implies the creation of an environment conducive for the use of informal methods of conducting the programme. The basic elements of an effective workshop are:

- (a) a clear definition of the purposes and objectives;
- (b) selection of participants who can benefit by such an experience in carrying out their responsibilities;
- (c) selection of competent staff and resource persons;
- (d) a programme designed to achieve the workshop purposes and objectives;
- (e) methods and techniques making use of the background of both participants and staff;
- (f) a planned procedure for evaluation and continuous reaction.

I. Objectives and Purposes of the Workshop

In the first brochure issued by World Education describing the overall purposes of the proposed workshop, the specific objectives were identified as follows:

1. To share experience in preparing, producing and using teaching and reading materials;
2. To explore common objectives and needs which might serve as a basis for joint planning and pooling of resources;
3. To assist each participating country in designing and planning a demonstration and/or experimental project for developing materials and introducing population/family planning information and concepts into adult literacy programmes and family planning education programmes;
4. To assist World Education in identifying the kinds of technical assistance and supporting services which may be needed and effectively used in achieving the objectives of each country.

The objective which received most emphasis during the two-week workshop which finally evolved out of these plans, was the third above; namely the designing and planning of a demonstration and/or experimental project for each participating country. To record the extent to which the overall purpose and the specific objectives were achieved in the deliberations and activities of the working groups, is one of the reasons for the publication of this report. It is hoped that the experiences gained here may be of help in developing further the workshop as a technique for launching programmes in numerous countries.

II. Participants

World Education, in issuing invitations to the workshop, used two principal criteria for the selection of participants, namely:

1. Each person should be actively engaged in some aspect of literacy and/or family planning education;
2. Each person should have a reasonably good command of both oral and written English as the entire workshop was to be conducted in English.

These criteria were generally complied with by each country.

An analysis of the background of the participants at the time of registration reveals that they came from a variety of different professional fields, including teaching, educational administration, public health, medicine and nursing.

III. The Programme

The principal purposes of the programme were to:

1. Present topics both in general sessions and in working groups which would help each country team prepare a preliminary draft of a literacy/family planning demonstration project;
2. Provide ample opportunities in small group situations for both participants and staff to share ideas and experiences more informally than is possible in general sessions;
3. Provide experiences and a programme that might be helpful to participants in planning and conducting similar training programmes in their respective countries.

The initial announcement of the programme indicated that the following topics would be presented in the general sessions and work group meetings:

1. Areas in literacy programmes where population/family planning may be introduced appropriately and effectively;

2. Writing and/or revising literacy primers to include family planning/ population information;
3. Writing reading materials for new literates;
4. Considering methods and techniques of helping adults to learn;
5. Ways of preparing and producing audio-visual and mass media material;
6. Using puppetry in family planning education;
7. Designing and evaluating a literacy/family planning education demonstration project.

At one time or another, in general sessions or work groups, each of the above topics was discussed. The entire programme, as finally presented, is set forth in Appendix I of this report. The programme was also designed and organized to introduce subjects in general sessions which might be considered in greater depth in the small groups. In the main two types of working groups were established: country work groups which included all members of a delegation; functional work groups which cut across country lines and were concerned with the major subject matter areas of the workshop. Workshop staff members and resource persons were assigned to all work groups.

The principal activity of each country work group was to plan and develop a preliminary proposal for a demonstration/experimental project to be conducted in each of their countries. In the case of the Philippines which had two delegations, one from the Philippine Rural Reconstruction Movement (PRRM) and another from the Bureau of Community Schools, Ministry of Education, separate proposals were developed. The proposals submitted at the close of the workshop are included, in summary form, in Section V of this report.

The objective of the functional work groups was to deal with specific subject matter areas in the hope that their discussions and findings would help the country work groups prepare project proposals. In consultation with the workshop steering committee, an effort was made to place one participant from each country in each of five subject areas:

- Group I* — Literacy, writing, materials production, family planning subject matter, selection and training of literacy writers;
- Group II* — Methods of teaching adults and training literacy teachers in family planning;
- Group III* — Communication, audio-visuals and mass media (including puppetry);
- Group IV* — Evaluation and analysis of demonstration projects;

Group V — Medical work group—concerned with physiological and social concept which should be included in the training of literacy teachers.

In addition to the above work groups, on several occasions participants and staff were divided into special task forces to analyze or discuss topics suggested by the workshop leadership; such as, the task of analyzing the draft proposals for demonstration projects submitted by the Philippines (PRRM) and Thailand. These documents were given to the functional work groups for the purpose of examining the proposals and preparing questions which were later answered by the team concerned, in general session. The workshop membership was also divided into small working groups for a brief period to discuss and formulate recommendations on how future workshops on literacy/family planning should be planned and conducted. (See question—in Section III).

The extent to which the objectives of the programme were realised is in part revealed by the summaries of the evaluation instruments filled out by participants at the end of the workshop. (See Appendix VII). The true measure of the effectiveness of the programme will be the extent to which the participants apply what they have learned when they return to their respective countries.

In general the workshop activities were designed to use methods and techniques which could be applied to training situations in each of the countries that might become involved in implementing a demonstration project. As indicated earlier, a special effort was made to provide ample opportunity for both participants and staff to work together in informal situations, hence the emphasis on small group meetings.

In the general sessions a variety of techniques for presentation were utilized; in one of the early sessions, instead of asking each country to make a formal speech or report on literacy-family planning education in their country, representatives from several were formed into a panel and asked to discuss three questions:

1. What significant literacy programmes are being conducted in each of your countries?
2. What significant family planning education programmes are being conducted?
3. What programmes, if any, include family planning education as a part of the literacy curriculum?

In general sessions, other than on the opening day, the tendency of most speakers and leaders was to speak informally and to encourage discussion after their presentations; thus an atmosphere was created in which both participants

and staff felt free to take part. A similar atmosphere was also evident in the small group meetings.

IV. Evaluation and Reactions

The purpose of the evaluation and reaction was:

1. To encourage participants and staff to communicate their satisfactions and dissatisfactions about the programme and other aspects of the workshop with which they were concerned;
2. To obtain an overall appraisal of the workshop programme and methodology which might be useful in evaluating future similar international workshops conducted by World Education, or smaller workshops on a regional or national basis;
3. To develop and use instruments and techniques which, with adaptation, might be applied in local training situations.

The specific devices used for evaluation involved both written and oral methods of communication. The written instruments included a pre-conference information form filled out by each participant (Appendix I); an in-process evaluation form submitted at the end of the first five days (Appendix VI); and a final form for the overall appraisal of the workshop submitted at the close of the workshop (Appendix VII). The major oral communication devices for continuous reaction used included a regular staff council and a steering committee composed of representatives from each country delegation. Both groups met daily. Thus the staff was given an opportunity to appraise continuously the activities of the workshop and to make suggestions for improving or changing the programme and procedures. The steering committee gave each country delegation an opportunity to report on any problems and to make suggestions. As a result of the reaction from these two groups, a number of changes in programme and procedures were made during the two week period. One change was that of providing the participants and staff with an entirely free day for recreation during the second week of the workshop. Some of the sessions of the workshop were shortened and others shifted to different days.

V. Staff and Resource Persons

The workshop was staffed by consultants and resource persons from several countries, including India, Canada, England and the United States. The staff, selected in advance, included specialists in writing of literacy materials; health and family planning education; adult education; methods of teaching; curriculum development; evaluation and research; communications and materials production; and administration.

The internationally known puppeteer, Bil Baird, produced a new play on family planning which was presented in both English and Hindi. It was presented in Hindi to a village audience with the help of the Literacy House puppeteers.

The consultant and resource persons not only represented several nations but also were recruited from other national and international organisations, including Unesco, the Population Council, Ministries of Health and Education, the U.S. Agency for International Development, Literacy House and from the staff of World Education.

SECTION III

ISSUES AND QUESTIONS

A modern poet who understands quite well the problems facing human beings in the twentieth century has remarked: "We know the answers, all the answers. It is the questions that we do not know."

Certainly the answers to present demographic problems are quite clear. Population growth at the present time is out of balance with the foreseeable resources of food, water and other materials which human beings must have in order to sustain life at all, and certainly to sustain life on a level of proper human dignity and welfare. Furthermore, it has already been demonstrated with the populations the world now supports that water, air and soil pollutions are fast producing conditions where those resources still present are being spoiled for man's use, with no quick or easy remedies in sight. Increased numbers of human beings will make these problems of pollution more and more critical and will finally render the earth's resources beyond human reclamation.

The old methods of keeping population in balance with the world's resources contradict man's intelligence and seem unthinkable in the modern world. The most effective of these have been, throughout the world's history, epidemics, disease, infanticide, famine and war. Without doubt, these means of control will take over if man, who is a rational being and who has now demonstrated his ability to control his environment to a remarkable degree, does not use his intelligence to bring population growth within the limits which he can manage in terms of the earth's resources of land, air and water.

The answer to these problems, then, is quite clear: *Population growth must be controlled.* Fortunately, science has already found effective methods for making it controllable. We know, definitely, that limitation of family size is within the reach of even the simplest and least scientific societies. We know that *population growth can be controlled by the application of modern science.*

The questions then are related to how this knowledge of population control can be brought to the billions who now populate the earth and have in their hands the decision whether they will make a good life possible on this planet for the coming generations, or they will make it a place of misery and deprivation, possibly a place of total desolation and destruction, even for their own generation.

Questions concerning these two vital points were raised by participants of the workshop. Certainly these fundamental questions cannot be adequately nor completely answered by any one group, no matter how expert, in part because the answers will vary from culture to culture. They will also vary as governments change policies; as new data concerning population growth become available as scientific methods of control are developed; and as numerous specific developments in the whole area of population growth are made known. A workshop as small as the one here reported could not provide individuals whose total competence or knowledge in these vital fields would be comprehensive enough to embrace all aspects of such broad and such complex fields of knowledge and research, even for their own countries. They reported on their own experiences in their own cultures. No attempt is made in this report to go beyond this.

However, whether complete answers were possible or not, raising and discussing the implications of the questions are extremely important at arriving at interim answers, at least for conducting pilot projects as to how the questions might best be tackled at this particular time, with the resources available.

The ultimate answer to all these questions regarding population remains: *Man must use the scientific knowledge at his command to maintain human life at the highest levels he can now conceive.* This must be for all mankind, no matter which territory of the earth they may call "their own", or what their current state of economic and social development.

The second answer which has evolved out of our age is *that modern human beings must be literate.* The first reason for arriving at this answer was long ago remarked by a wise statesman, Thomas Jefferson, who was thinking about a people recently independent from colonial status and who had agreed that government *by* the people was the best form of government *for* the people. He said, "If a nation expects to be ignorant and free, in a state of civilization, it expects what never was and never will be."

Since a good part of the world's people have recently agreed to establish the form of government where they themselves assume responsibility for their destiny, they must give heed to these wise words which history has amply demonstrated are true. The weight of illiteracy in the world at the present time is tremendous. Exact statistics are not available and are not important. It is certain that the number is a threat to the stability and continuation of democratic government in many parts of the world, particularly where colonial status has recently been changed to free, independent government.

More than that, illiteracy prevents many of the citizens of these countries from participating in and enjoying the benefits of technological advances in many fields: agriculture, health, child welfare, social development and technical skills,

to mention only a few. Lack of ability to make use of knowledge in these fields means that many nations are not developing as rapidly as might otherwise be the case. Gunnar Myrdal, in his important study of social and economic conditions in countries in Southeast Asia, *Asian Drama*, makes it quite clear that all technological development is greatly slowed down, and may even make little or no headway in raising the standards of life for the peoples in a number of countries in this area, simply because of the weight of illiterate numbers in the population.

Thus the answer to the problems arising out of illiteracy is again quite clear: *nations which wish to have free and independent governments by the people, for the people, and which wish to take advantage of the technological knowledge the world now has to improve the quality of human life, must make its citizens literate.* The questions to raise in arriving at this answer are again difficult ones, but they must be raised if a beginning is to be made in realising the answers.

Unfortunately, in a number of societies, the ability of the governments to supply education to the children normally considered of school age is not adequate to the increasing numbers of children being born into the population. This means that while governments may institute many and excellent programmes to make adults literate, in many countries the actual number of illiterates is constantly increasing in their populations. Therefore, the hindrances to their economic and social growth, as mentioned above, are becoming increasingly critical.

Again, the workshop raised many pertinent questions concerning ways of combating illiteracy. Most important of all, it raised questions concerning the relationships of the two answers they had assumed as the basis of the workshop's deliberations; namely, (1) that population growth can and must be controlled; (2) that adult illiteracy can and must be eradicated from modern societies.

The questions listed in the following pages of this report were those pertaining to these two answers or premises. While the questions were certainly not answered, alternative ways of seeking solutions to them were suggested based on the experience and competence of the participants and resource persons in the workshop. The ways of dealing with these questions will spell the success or the failure of the pilot projects combining literacy with family planning which the participants had come together to formulate for their various countries. The questions were posed by key speakers at the workshop, in the plenary discussions, in the functional work groups and in the country work groups, and were repeatedly stated in one form or another. They were considered in the final formulations of the pilot projects which were the culminating activity of the entire workshop.

The ultimate success or failure of the workshop pilot projects in the individual countries of the participants taking part in the deliberations of the workshop, will be judged in terms of how skilful those operating the projects are in answering

these questions in the light of the specific culture patterns, the governmental policy, the demographic conditions, the present advances in literacy and family planning by various public and private agencies within the country, and with the resources, both of money and of personnel, available to the group sponsoring the project. Therefore various alternate answers to questions were suggested as listed in the following discussion, from which choices will have to be made. They are not presented as definitive and final answers. They are the answers which the personnel of this workshop, resource staff and participants were able to marshal as pertinent to the questions raised. Of course the members could do no more than to suggest alternate answers based on their own experiences gained while working on the problems of literacy and family planning within their own cultures.

The deliberations of the workshop were not confined to raising questions concerning these two premises only, but gave considerable attention to a third one; namely, *it is the quality of human life within a society, not numbers, which is of paramount consideration.* Simply to maintain his physical existence, sometimes at an extremely hazardous level, is not consistent with the modern concept of the dignity and worth of the human being. This dignity and worth have been set forth in the *Universal Declaration of Human Rights*, formulated by the United Nations in 1948 and since then adopted nearly universally by nations throughout the world. This declaration stresses three fundamental rights which were of concern to the workshop: (1) the right of each person born to attain for himself that which adequately meets his physical needs; shelter, food, clothing, medical care; (2) the right to improve his intellectual powers through proper education; (3) the right to develop his spiritual and cultural life through adequate leisure time. The constitutions of many countries reiterate and re-enforce these rights, so that these goals have been placed before the people in many societies. However, all of these rights are threatened by over-population and illiteracy, two related evils. The workshop participants placed great stress, therefore, on a third theme or premise: *the small family is the happy family, is the good family.* It is only in the family, from the beginning of his life, that the child in the three realms of physical wants, education, and spiritual growth can have the proper foundation for a successful human life laid for him. This is not possible when the number of children in the family exceeds the resources and capabilities of the parents and of the society to supply these to him on an adequate level.

The Indian Minister of State for Health and Family Planning, Dr. Chandrasekhar who addressed the workshop, made the case for improving the quality of human life through control of population most dramatic by his statement: "One unwanted baby in a society could become like one case of cholera in Denmark."

The participants of the workshop felt that stress on the *improvement of the quality of human life*, particularly the improvement of the quality of life possible to the individual family through family planning was perhaps the prime

motivational factor to be used in "selling" family planning programmes. "The small family is the happy family, is the good family" should be the premise on which family planning programmes are launched. The advantages of a small family to themselves can be clearly demonstrated to parents and to potential parents, in the wiser use of their economic resources, whether these be earnings from wages or from land; in the improved health of the mother who can be released from excessive and continuous child bearing; in the educational opportunities possible to fewer children; in the lowering of stress and strain of over-crowded housing, and many others. It was felt that particularly illiterate parents would feel little motivation to limit the size of their families by hearing alarming statistical data about the threats to global or national existence by increasing populations, but that in terms of their own welfare, they could be made to see the truth of the basic premise: *the small family is the happy family, is the good family.*

And it is at the family level, and only at the family level, that the welfare of the nation and of all mankind can be safeguarded from the evils which over-population now threaten to make life on planet earth extremely hazardous. It is therefore at this level where the programme of family planning must be so convincing that all parents of child-bearing age are motivated to take steps to limit family size in line with their ability to guarantee to their offspring the *quality* of human life consistent with the *dignity* of human life, which modern societies have said is the birth-right of every child born into them.

The questions posed by workshop members regarding this premise related to the means and methods for making this clear to all parents and potential parents, but particularly to those who are illiterate within the society. Then after they are convinced, they must be clear about the means available to them to limit family size in line with their ability to give every child his birthright. The community must then make it possible for all to avail themselves easily of the facilities needed to control family size.

The following pages are a summary of all that was said and done in the workshop to raise the pertinent questions concerning the three basic premises on which it was based. The alternate answers to the questions, as the participants, staff and resource persons were able to suggest them, out of their own experience and study, are included under each question.

A. Family Planning and Literacy Programmes in Relation to the Total Social Welfare Programmes of Nations

In this section, some of the major difficulties to be encountered in most societies for promoting programmes of literacy and family planning are presented. For the former, the problems are chiefly tactical ones; for the latter real taboos must often be offset. The best results are usually to be attained by an oblique

approach: making literacy programmes work oriented and family planning a part of large social welfare programmes and of general economic development.

The use of terms may sometimes be a hindrance to furtherance of the goals of population control. The term "population education" was suggested as the one carrying the least social onus in most societies.

1. *What part does the general culture pattern of the people, including religion, play in developing programmes of literacy and family planning ?*

Teaching literacy seems to involve no special social or religious taboos. The chief difficulties encountered there are found in the weight of tradition that these skills are not needed by the masses; the problems of diverse languages and dialects; the inferior position of women; difficulties of transportation and communication; problems of finding teachers of proper age and sex who understand the folkways of the people (in India an understanding of the prohibitions of caste is also important); providing and distributing suitable reading materials to maintain literacy after it has been achieved. These are all difficult, but not insurmountable problems.

Family planning is quite another matter. Here many taboos operate. Mass media and governments are not always strongly behind such programmes, because they seemingly violate the strong traditions of race superiority and race preservation. Religious prohibitions must often be overcome. In Turkey and Iran, both predominantly Muslim countries, the cooperation of religious leaders has been obtained. In Afghanistan, also predominantly Muslim, this cooperation has not yet been achieved for all aspects of the programme. In the Philippines, predominantly Catholic, the clergy have given approval to some aspects of family planning, not to others. In India, some aspects of family planning (such as bleeding following insertion of IUD's) is looked upon with great disfavour because of religious implications. Thailand, predominantly Buddhist, indicated that religion posed no special problems for them.

Because religion is a powerful force in all the countries represented, it is important that religious leaders understand the importance of the problems of population control and give the fullest support possible. There is danger, that unless this is achieved, *both* literacy and family planning, when the two are combined, may suffer from their disfavour.

The Indian Minister of Education Dr. V. K. R. V. Rao believes that literacy can help to bring about those changes in culture patterns which will promote, rather than hinder, the development of programmes in family planning.

"Numerous attitudinal studies, which have been undertaken during the last ten to fifteen years, have invariably brought out how social and cultural

attitudes to caste, kinship, religion, village and community ties, obscurantism, resistance to modernisation, refusal to change old attitudes have been unable to keep pace with the processes of material and scientific and technological change in our life. In the sensitive economic sphere, development demands the rationalisation of attitudes and behaviour. Especially industrial development and now the green revolution implies application to agriculture. Psycho-technical and psycho-sociological studies indicate that the attainment of literacy is primary to the revolution in mental structures and the development of attitudes which a modern worker needs. I know that literacy can also bring about organised social unrest. But as far as modernisation is concerned, literacy is a must. It brings about a mental revolution of attitudes of the kind needed in a modern society."

2. *What part do programmes of literacy and family planning play in the total programme of improved social conditions which are the nation's goals?*

This matter is also discussed under the material presented in question number 4: shall there be a direct or an indirect attack made on problems of family planning? The general consensus of opinion was that family planning cannot stand alone; it must be presented as part of a general social welfare programme.

Dr. Chandrasekhar told the workshop of his own experience in making a family planning programme a part of a social welfare programme.

"I opened a clinic called the Kaufmann Family Planning Clinic. I sat there all day but nobody came, but when I said it was for women and children, then many came. Then we supplied free milk for the people coming and we had to have police to prevent too many from coming. We had to provide the people services in order to interest them even in learning about family planning. Often we start something good and then leave it half done—we do not persevere. This is a question of communication which means we must establish literacy in our country."

It was pointed out that population control has taken place in certain societies: namely in the West, without family planning. Margaret Sanger, the great modern advocate of this programme, was arrested as late as 1930 in Great Britain for passing out "salacious literature" which was only family planning information. The decreased population growth came primarily through improved educational opportunities and higher living standards and not because the people were informed about the need for nor trained in the techniques of population control.

In countries where child mortality rates are still very high, one of the best motivational devices for encouraging smaller families is to give parents the

assurance that the children they already have will grow to adulthood. This means improved maternal and child care programmes in all developing countries.

Literacy programmes, it has been found, do not stand by themselves. They must be work oriented, linked to real objectives of people. It has been demonstrated that literacy and improved food production and improved industrial output are correlated. It now needs to be shown that literacy tied to work oriented programmes, which are currently being tried as experimental programmes by Unesco, can also raise living standards. Then perhaps the demand for family planning will come from the people themselves.

Certainly all countries represented at the workshop have literacy and family programmes now under way with health, nutrition, child and maternal care, family and marriage counselling as important parts of their on-going programmes.

It must be recognised that population control is a powerful political tool as well as a social and economic phenomenon and for that reason it must be a part of the overall goals of the existing government in any country if it is to succeed.

If family planning is introduced as a new programme, care must be taken that it does not "collide" with existing programmes, unless political action can be counted upon to absorb this kind of shock.

3. *What motivations can be used to induce families, particularly illiterate ones, to practise family planning or even to learn about it ?*

It was agreed that the matter of motivation is an extremely difficult one, where participation in family planning is a voluntary matter, as it is in all the countries represented in the workshop. This is particularly true when limitation of family size runs counter to the traditions, the folklore, and even the religious beliefs of the people, which is the case in many underdeveloped countries.

The most basic motivation which seemed to work best was to convince people that limitation of family size was of direct benefit to *one's own situation*. Demographic statistics or dire predictions of what can happen to one's community or nation because of over-population are of little or no avail. Making clear the advantages to the individual family can best be attained by the printed word through the establishment of literacy.

Dr. Rao made this point in addressing the workshop:

"Appointing population experts will never bring about this motivation. They simply lead the horse to water, but cannot make him drink. Neither

will great amounts of public posters accomplish the desired result nor will any audio-visual aids. Real motivations can be acquired only through literacy. If we are to bring the birth rate down from 39 to 25 per 1000, it means we must so educate and so motivate the 100 million concerned couples so that they will have only one or two children.

The objective of literacy and family planning programmes should be to enable adults to understand that family size is controllable, that population regulation can facilitate development of a higher quality of life in a nation, and that a small family can contribute materially to the quality of living in an individual family. We must stress the value to the individual family of a small family; no one is motivated by thinking of national welfare; each is concerned directly with his own welfare. This only makes the necessary psychological impact sufficient to make him change his thinking, his behaviour and his attitudes. This concept must be preceded by, accompanied by, and followed by programmes of literacy and education which will take into account the psychology of the innermost feelings in the minds and behaviour of people, people with a culture, social attitudes, superstitions and social actions."

Perhaps the best means of motivation is the personal approach. When one person in a village has become a motivated and successful family planner, he should be used to inform and convince others.

The organisation of discussion groups in villages can help in disseminating information on all topics relating to health. The subject of abortion is one very real to many women. It is known that many now attempt it without professional help. For problems of this sort, it is good for the literacy/family planning teacher to give some time to personal counselling, if this is at all possible.

Clinics which treat women and children's diseases can often interest their patients in family planning, depending in good measure on the approach used. One report of a clinic's approach was given in the workshop.

"More than half the people who come to our clinics tell us that some friend or relative told them about it. A doctor in Bangkok is running a very successful clinic for the insertions of IUD's. Women come for hundreds of miles to this hospital to have him insert IUD's. He was asked why was he so successful, and he said he had only one reason that he could think of and that was he tried to treat everyone with kindness. Individual attention is the best motivator for any kind of social or individual action."

Next, in effectiveness to using health as a means of motivating people's interest in family planning, is the matter of economics. Since the cost of living

is rising in many countries, the poor are feeling an economic pinch. If they can be shown that fewer children make living costs less, this is a force which may bring action.

India has experimented with incentive payments for certain methods of contraception. Payments are made for IUD insertions and sterilization to the patient, the 'motivator' and the medical personnel. These vary in amount from Rs. 10 to Rs. 250 depending on the source. Private concerns sometimes offer large incentives, state governments allow about Rs. 30, broken up between those involved.

An extremely important factor in countries where child mortality rates have always been very high, is to demonstrate to parents the real possibility that the children they now have, through improved nutrition and general care, including medical services, will not be lost to them, but will in all probability live to maturity and beyond. This assurance removes one of the most real fears that in limiting one's family to few children, in the end parents may be childless.

4. Is the approach to family planning best made as directly as possible or is an indirect approach preferable?

Several participants in the workshop reported that the very term "family planning" is an objectionable one in their cultures and that it is preferable to use such terms as "family guidance" or "family welfare" or "population education" which have less overtones of "birth control" which is often rejected immediately. Dr. Rao stressed the need for making family planning part of a broader approach to social welfare:

"There will be intense opposition if you concentrate only on family planning for these groups. Productivity must be increased and then the opposition to family planning will be at the minimum. I have read somewhere that in certain sections of India, the people are asking for a change in the national constitution, for they fear they will lose representation in the Parliament to those sections which reject family planning. It is important for us to remember that family planning is bound up with many personal and cultural inhibitions and when certain sections of the population are isolated as target groups, family planning must be only a part of a broad educational programme."

Mrs. Wadia, President of the Family Planning Association of India, made the same point:

"We found it an uphill job to convince people that family planning was something which ought to be treated as a public question. However, as

our work has progressed, we have made it a much broader subject than when we began. We now have four main areas: first, broad public education; second, various types of services, clinics, counselling places and so on; third, research which has to do with the demographic aspects of family planning and research which has to do with the techniques of family planning; and fourth, the training of people who are competent to work in one of these fields. Communication and motivation are at the core of family planning. We must remember this is a voluntary movement both for a family and for a free nation. For that reason we must look to motivation. We believe that when people understand the issues and the dangers involved they will voluntarily, then, cooperate with the movement."

Approaching family planning through discussions and clinics concerned with general health, particularly through children's and women's welfare clinics, was the favourite method presented by the participants as the one used in their countries. The discussion of family problems is used in a number of ways. Topics which can be covered in connection with health and nutrition were described as follows:

"Dissemination of accurate data of personal health, prevention of communicable illness, the importance of mother and child care may be chosen as topics for education, so that the community is well informed about health schemes. Certain essential techniques like planning diet, preparation of wholesome food, kitchen gardening, home nursing in case of illness, first-aid in case of accidents may be brought out in language books for primary teaching of adults; later, advanced classes may be conducted with working out of health insurance, importance of accident prevention, child care and guidance, community health programmes, etc. The local education may further be activated by service programmes of adults and younger persons serving each other; the former teaching occupational skills and experiences, and the latter teaching literacy."

Woven into health materials may come consideration of family planning.

Dr. Mehrotra, specialist in the Asian Institute of Educational Planning and Administration in New Delhi, proposed that the term adopted for inclusion in the literacy programme be "population education". He defined population education as follows, and quoted several authorities in the field:

"There has been some controversy over the content of population education. It may, therefore, be made clear right at the outset that population education, is not sex education, nor is it education in the various techniques of birth control, although these topics are related and relevant. Population education is merely instruction in the dynamics of population without the emotionally charged areas of sex, birth control, and family planning. Population

education is a moulder of attitudes and creator of dispositions favourable to planned families of reduced size.

According to Dr. S. Chandrasekhar, 'Population education is the economics, sociology and statistics of the growth of population, its distribution and its relation to the level of living and its ultimate economic and social consequences in relation to a welfare economy. This education will also include the benefits of a small family norm in the limited resources of a developing society.'

In the opinion of Dr. V. K. R. V. Rao, 'Population education is primarily a motivational force for creating the right attitudes to family size and the need for family planning and should not be mixed up with sex education or knowledge of family planning method.... Population education is no more than a part of the whole subject of human resource development and it should be treated as such, both in content and in exposition.' Dr. P. B. Gajendra-gadkar has observed that 'Population education is a part—a very significant part—of a comprehensive dynamic programme of education in social values.'

The above statements broadly cover the total content of population education without getting involved into the controversy of using emotional connotations such as sex education, contraception education and family planning education.

The objectives of a programme for population education were further suggested by Dr. Mehrotra:

1. Knowledge of what makes for a happy family life.
2. Understanding the effect of family size on nutrition and clothing, on health and education, on housing and employment, and on the standard of living and the quality of life of the individual and the family.
3. Appreciation of the fact that a planned, small family is desirable, if personal and national development is to be possible.
4. Creation of the awareness that family size is controllable, that it is a matter of deliberate choice and human regulation rather than of accident or of forces beyond human control.
5. Basic understanding of the population dynamics including birth rate, declining death rate and growth rate; the structure of the population of the country in the context of the world population; and the influence of its rate of growth on the various aspects of life—social, cultural, economic and political.
6. Knowledge of the country's family planning programme in relation to the country's needs.
7. Creation of the right attitudes towards the family size and family planning leading to the right type of practice and behaviour.

B. The Planning and Organisation of Pilot Projects for Family Planning/Literacy Education

Since the primary objective of the workshop was to develop a proposal for a pilot project for each country, a good deal of discussion was given to this topic.

While the countries represented now have on-going programmes of literacy and family planning, very few have been linked together. Authorities in the field agree that it is feasible and necessary to combine the two, and this should be the objective of the pilot projects. The essential features of planning, organizing, and carrying out such projects were analyzed in some detail.

Finding the proper target groups for beginning such projects posed a number of problems. Probably the groups least receptive to such programmes are those most in need of them; namely, the lowest classes of society.

The need and methods for careful evaluation in order to test the validity of the materials and methods used received careful attention.

5. What evidence do we now have that it is possible to combine literacy with family planning programmes, to the advantage of both?

From reports given by the participants, a number of programmes are now under way in a number of countries which combine literacy with family planning. Experience has amply demonstrated to Unesco and other agencies interested primarily in teaching literacy, that programmes whose primary aim is the establishment of literacy are self-defeating. The illiterate who learns to read, but is not motivated by his literacy class to read for definite purposes, soon lapses into illiteracy. Unesco has therefore shifted its programme to so-called "work oriented literacy" where training in reading and writing is linked primarily to the vocational interests of workers, as in the Isfahan project in Iran.

Literacy has been successfully linked to teaching agriculture, as is now being demonstrated in Afghanistan. In India, Literacy House, among other groups, has linked family planning and literacy programmes over some period of time. The term "adult literacy education" which encompasses much broader objectives than mere achievement of literacy is one gaining in popularity.

The shift in emphasis is pointed up by the experience of Literacy House in the development of its Family Life Centre.

"Though work projects enabled the Field Work Department (Women) to enroll women in considerable numbers, more comprehensive plans were needed to create social awareness among women and to link literacy

with agricultural production, family planning, and home management. Training in these areas was linked with work oriented literacy which brought income to women.

In 1968 the activities of this department continued as before, though there was a shift of emphasis to family planning. Intensive work was done during this period in demonstrations on topics related to women and child welfare. Plans were made for preparing a Family Planning Kit that was to be used by women workers for educating young women. The work in teaching literacy continued.

In 1969 the shift was made from the three R's to the three F's. These three F's were Functional Literacy, Food Production and Family Life Education. This was the emergence of the concept of the Family Life Centre.

The general goal of the present Family Life Centre is to help achieve smaller, healthier and better educated families by developing comprehensive programmes relating family welfare and family planning to literacy education. It is obvious that the goal fixed by the Family Life Centre is in accordance with the current thinking in the country. The Government of India, through its Family Welfare Planning, aims at reducing the present birth rate from 41 to 25 per 1000 by 1975, though this is an ambitious programme."

However, though one can point to isolated programmes to link literacy with family planning, one must concede that Dr. Rao spoke for all countries when he made this observation for his own country:

"Literacy thus within the ambit of adult education represents a first stage in changing attitudes for adaptation to the present day conditions. But, regrettably, interest in the educational side of the problem has generally restricted itself to technical research, training of technical personnel and preparation of some literature and audio-visual aids needed for publicity work in the field—all on a very limited scale. By and large, I must say with full sense of responsibility that no serious effort has been made to consider the potentialities of adult literacy in tackling the problem of population. Much of the current interest in adult literacy centres on linking it with adult education to make it more meaningful to the adult. But even in the new version of what an adult needs, there is no serious concern for the population problem. Nor is there any significant evidence of this interest in the growing volume of literature put out for the neo-literates every year. This is a lacuna in our programmes of adult literacy and adult education that needs to be rectified."

That Dr. Rao believes it good to link the two fields of literacy and family planning is clear enough from his concluding remarks to the workshop:

“I would like to conclude by reiterating that there can be no serious social and economic planning unless the ominous implications of uncontrolled population growth are understood and acted upon. I would also like to strike a note of warning here that no well-conceived population control programmes can make any lasting impact on an illiterate population. Illiteracy and large families go together and if we want to deal with one we have also to deal with the other. Hence the importance of literacy and of linking literacy with family planning.”

Hopefully, it will be possible to demonstrate clearly through the pilot projects which the workshop will develop and which may be implemented by the nations represented, that linking family planning and literacy strengthens both programmes. Theorizing about the possibility of such advantages helps little, action programmes are needed, as Dr. Rao points out:

“However, those of us interested in adult education must not fall into the habit of thinking, once we say ‘This is all right’ that we simply link family planning to education as a means of changing attitudes. It is also very necessary to think of how we are to change them. It means nothing to speak in vague generalities. We must have an action programme. It should be the aim of this workshop to set up means for determining how this is to be done, setting up pilot projects, with evaluation of progress made so that an extended and expanded programme can be set up where adult education and literacy are really purposive.”

Thus Dr. Rao summarized most succinctly the need for proceeding with *action* programmes, the exact goal of the workshop.

6. *What on-going programmes, already established within a country can be used to further the work of literacy/family planning education?*

It was partially on the basis that they already have manifested interest in literacy and family planning, although the two programmes are not always combined, that the participants of the seven nations represented at the workshop had been invited to come together. Therefore, they all had programmes of various kinds to report.

Afghanistan has a Family Guidance Association, with 5 clinics now in operation and more planned; Iran has legislation concerning literacy and family planning, which provides for a Family Planning Council which operates 500 clinics in urban areas, 200 in rural areas and 350 mobile units. In addition Unesco, in collaboration with the government, is conducting the Isfahan project, which

combines literacy and family planning. The Philippines have both governmental and voluntary agencies, such as the Philippine Rural Reconstruction Movement, with numerous arrangements for involving local personnel. Thailand has organized a literacy programme of 5 levels and has also a family planning programme in which it will soon establish 71 family planning centres. India has well developed programmes in family planning and adult education in its national ministry. There are also various voluntary agencies, including Literacy House. Turkey has a governmental policy which puts considerable stress on both literacy and family planning for both the military and civilian populations.

This brief enumeration does not pretend to give a complete picture of all programmes and services within these countries. It merely indicates that all of them have policies and on-going programmes on literacy and family planning which can and should facilitate any programme which stresses a combination of the two efforts: to establish literacy and to reduce population growth.

One weakness pointed out for the current programmes is that no rigorous evaluation of the results being obtained from them is now carried out. It is difficult to know *which* of the existing on-going programmes can best serve as the starting point for any new effort to be launched which combines literacy and family planning. Plans for careful evaluation of results for the pilot projects to be inaugurated should include preliminary study of the on-going programme to which the pilot project attaches itself; this seems to be the feasible and most viable beginning for any new project.

7. What are the essential features of a good pilot project for combining family planning/literacy ?

The participants, in attacking this problem, worked from the model case of a hypothetical country "Tippiat" (see Appendix for a detailed description of the conditions prevailing in this country), which had been prepared by the resource staff for the workshop.

From the discussions which grew out of developing a pilot project suitable for conditions described for Tippiat, these general guide-lines were laid down for any pilot project:

1. There must be an over-all directing administrative body for the project, with representation from government and from voluntary agencies.
2. A clear statement of purposes and objectives should be drawn up from the outset. However, these may be changed and amended in the light of experience which evolves in carrying out the project.
3. Guarantees should be made for the continuity of key staff. "Deputed"

personnel from various ministries for short periods of service cannot take the place of on-going direction and guidance from key personnel.

4. Terminal points must be set up, both for various phases of the programmes and for the final closing down of the "pilot" aspects of the experiment.
 5. All concerned groups must be involved in initial planning.
 6. Budgets must be worked out in detail; the usual formulas used in government planning will apply to budget demands for a pilot project.
 7. The development of the programme needs to be indicated by planned phases, with time limits set for each phase. These may be adjusted as the programme develops.
 8. Careful methods of evaluation must be determined from the outset. Evaluation should be a part of the on-going operation and not just a terminal phase.
 9. The work of similar or related successful on-going programmes should be built upon to the greatest extent possible.
 10. To the degree possible, teachers who have been previously trained for literacy and/or family planning programmes should be employed. Orientation programmes for such teachers should be provided as may seem necessary.
 11. Specialists for the writing of specialized material (medical or health background, proper vocabulary, specialized primers, audio visual materials, etc.) must be found or trained.
 12. Where possible, several pilot projects within the same culture should be organized which can then be evaluated against one another.
8. *How can the most receptive target groups for literacy family planning programmes be identified as to educational level, age, sex, occupation?*

While the workshop agreed that all persons approaching the reproductive age, and all married couples in the age group 14-45 should be targets for the programme in family planning, selection of a *particular* target group, for a *specific* programme was of prime importance, particularly for a pilot project.

It was agreed that materials and methods might differ for the age, the sex and the educational level being considered in various cultures. It was agreed that for the broadly educational aspects of population education, heterogenous groups might be accommodated in most of the countries represented in the workshop.

In general, the target groups most often mentioned for programmes now in progress in various countries were either those about to be married or newly married; men in the armed services; men's groups and women's groups organized at the community level, often for reasons other than literacy and family planning. In India, the Assembly of Youth is concentrating on young persons, of marriageable age and those newly married with one or two children. Some participants believed the best target group to be young parents who had early produced two or three children, and who could be made to realize that to have a bigger family would induce strains on the well being of the family, including the health of the mother and the earnings of the father.

In both Iran and the Philippines, research programmes are now under way to attempt to determine whether men's groups, women's groups, or youth groups give the best promises of results from literacy/family planning programmes. As yet results are not available. Until such research points to specific groups with great potential for success, trial and error in each country, based on the resources for preparing materials, supposedly tailored to fit the particular needs of the group chosen, will continue to be the practice. Care must be taken to try out the materials with the target group to determine how suitable they are found to be in practice. Some of the participants believed that only those groups which had somehow demonstrated that they were ready for action should be identified and used as target groups. Perhaps these are those for whom occupational and social mobility seems within reach; those who have already improved their earning capacity, no matter how slightly. Dr. Chandrasekhar pointed this out: "It's a known fact that the higher the educational level, the higher the standard of living, the lower will be the birth rate in most societies in the world." In India, those farmers who are succeeding best with the "green revolution" might well be a target group chosen for special research purposes.

Dr. Rao believed, however, that the most important target groups were not those most likely to accept the programme:

"From the practical point of view, it is necessary to adopt a selective approach in the sense of concentrating programmes on identifiable groups of population. If large scale surveys are undertaken to ascertain the attitudes to family size and family planning of major socio-economic and occupational groups, the information can be utilized for planning programmes for their literacy. To illustrate, it is generally acknowledged that landless agricultural labourers in the rural areas and industrial workers and slum dwellers in urban areas have higher birth rates. Considerable information is also available to show that they have attitudes less favourable to family planning. Infant mortality is the highest and the child rearing practices are the most traditional among these sections of the population. From this it is clear that efforts for family planning should be more intense among these sections. The concentration of agricultural

labourers, industrial workers, scheduled castes, and scheduled tribes are available through census reports. From this information, the areas of largest concentration can be located for intensive literacy and family planning. Similar exercises can be carried on for other socio-economic variables to provide guide-lines for programmes and evaluation. And mind you, it is very necessary to emphasize the need for undertaking intensive surveys before initiating programmes of literacy and family planning education."

Whatever the target group, some of the requirements, for optimal group achievement, were listed as the following for constituting the group:

- the same sex and age
- married with one or more children
- related to each other by blood or marriage
- intimate friends or friendly neighbours with frequent conversation on a wide range of topics
- long-term acquaintances or persons encountered often or regularly
- approximately of the same socio-economic status and ethnic and religious background.

The practical difficulties of finding individuals for group membership with such a degree of homogeneity are quite apparent.

9. What kinds of statistical information need to be gathered for the combined programme and to what use shall it be put ?

One participant characterized much of the statistical information available in developing countries as "a more or less statistic". Certainly much information must be approximate where large segments of the population are illiterate and are unable to supply accurate data on matters of demography.

The teaching of statistical information concerning the population situation in developing countries, except of the simplest kind, was generally ruled out for use with illiterate persons, who for the most part neither comprehend it nor consider it vital to themselves. They can, however, understand comparative living costs, matters regarding land ownership, real income, and such things as are of concern in their own lives.

However, for workers in the field and for supervisors, accurate records should be kept about numbers involved, kinds of activities promoted, and outcomes of all programmes so far as they can be measured. These should be reported to

governmental and to central voluntary agencies which should then report them on a regional and/or national basis.

While many of the countries announced target figures for reducing the birth rate, it is hard to see, under present reporting conditions, how they will know when these targets are reached. Several countries reported that no figures are now available on number of sterilisations within the country, no statistics of the use made of clinics. However, many universities are showing increased interest in research in population data, and this may mean that much more accurate and useful information will soon be forthcoming in those countries where this is happening.

For purposes of evaluation of any specific project, careful statistical data will have to be kept. "Bench mark" studies need to be made of the situation as it was when the project began, as was done for the Isfahan project in Iran. Periodic review in terms of data gathered as the project progresses, as well as final summing up, is very important.

10. *What follow up or what continuing educational programmes are needed to guarantee lasting results for the advances made in literacy and family planning?*

There was general agreement that in the past, most literacy programmes had failed to make illiterates literate for more than short periods of time, largely for two reasons: (1) they had no real motivation to continue to use the skills of reading and writing gained and (2) suitable materials on topics of interest to them were often not made easily available to them. It was for these reasons that Unesco has shifted the emphasis of literacy programmes to what it calls "work oriented programmes" where the emphasis is not only on gaining literacy, but along with literacy, gaining information and skills which are job oriented and which will lead to motivation for continuing the use of the skills gained. The first results of such programmes seem more promising than those of the earlier programmes.

The participants of the workshops felt that follow-up reading materials, along with whatever direct material was included in the primer, were of prime importance for guaranteeing the success of the family planning/literacy programme. These could be supplied through health clinics, through mobile libraries, by mobile health teams, and in part through the postal services. Iran now publishes a newspaper for neo-literates; Literacy House has a regular system of mobile libraries.

Most important of all perhaps, along with any educational programmes such as the family planning/literacy programme was thought to be, should be the availability of family planning clinics to which families can go for family planning

advice and service, after they have been informed, and hopefully moved, to take action to limit their family size. Some follow-up study of the services given by clinics should be made (no country reported such a programme) to see how well supplies and methods are being utilised which are given out through the clinic.

11. *How are pilot projects to be evaluated as they are in process and as they are terminated? How is flexibility to be maintained?*

Two points were particularly stressed concerning the evaluation process for pilot projects. First, evaluation must be a part of initial planning; it must be continuous as the programme is in process; it must occur at its termination. The second point was that all those involved in the programme must have a part in the evaluation process; that evaluation is not a matter to be left to a few expert "evaluators", particularly if they are outside the regular on-going staff who are involved in operating the programme.

In order to make sure that evaluation can be done in the light of what was attempted, it is extremely important to begin with clear, specific objectives, usually stated in terms of expected behaviour outcomes from the target group. Objectives may be restated or redefined in terms of the experience gained as the pilot project proceeds. Usually such flexibility grows out of the results of evaluation obtained for the objectives in force before the change was considered. When objectives are changed, the process of evaluation must likewise change accordingly.

Final evaluations must be made in the context of the total programme. Here it is sometimes advisable to call in an outside team to help the regular staff assess more objectively than they might be able to do for themselves.

Results of evaluation may be stated in both objective and subjective terms. As many varied objective measures of results as can be obtained will give only a part of the total results. Subjective measures also are a part of the entire story. The evaluation results should be so stated that should other pilot projects, based on the one completed, be attempted, the planning for the new project can begin where the experiences of the earlier pilot project left off.

Evaluation must be a ruthless procedure, no matter what personnel, what capital, or what agencies are involved. Unless its purpose is to establish truth there is no reason for carrying it out. Evaluation and research are somewhat related, although good research implies more rigorous standards of method and procedure than does evaluation, which can usually be classified as a kind of action research. Both research and good evaluation are expensive in terms of manpower. If either is to be well done, well trained, adequately paid personnel in sufficient numbers are the only means of achieving worthwhile results.

Very little by way of solid research is presently available for establishing any relationship between literacy and family planning. One social scientist, Victoria Marsick, after examining several studies done in India, points out grave defects in them:

“Let us look at the results of several studies done in India to analyze the relationship of literacy to the practice of family planning. First, let me point out that the data used is limited by availability within a limited period of time. Second, while literacy is often considered in studies of acceptors of family planning, it is seldom clearly related to these acceptors. Thirdly, factors such as classification of degree of education are not standardized over various studies. Fourth, the population under study do not share the same related socio-economic characteristics such as income and occupation levels, religion, in-migration, proportion of male population employed in an area with a family living elsewhere. Therefore, the factor of literacy may not be the deciding factor, but a comparison of several studies will not reveal this consideration. Fifth, sampling techniques range from variants of random samples to chance interview of acceptors in a particular clinic.”

12. *What kinds of planning need to be done for setting up good workshops for the discussion of family planning/literacy projects ?*

Near the close of the workshop the participants were asked for their recommendations concerning similar or follow-up workshops, should it be possible to arrange such meetings.

These were the specific recommendations made:

1. Invited participants should be at the decision making level of either the governments or the voluntary agencies they represent. At least one should be a specialist in family planning, another in teaching literacy, another in general project planning.
2. The general objectives for the workshop should be formulated well in advance and made known to the selected participants.
3. Position or working papers should be prepared by the resource leaders and sent to participants at least a month in advance of the date set for the opening of the workshop.
4. The programme, in tentative form, should be sent out to all participants well in advance.
5. Resource persons should arrange a pre-conference seminar to agree on their special roles and assignment and on the specific procedures and content for the workshop activities.

6. Much time should be devoted during the workshop for exchange of views and experiences, particularly in small work groups.
7. A national committee should be set up in each country to serve as coordinator for the various ministries or agencies involved.
8. Seminars or workshops should be organized in each country following the return of participants from the international meeting. These should be for disseminating information and for encouraging programmes.
9. Follow-up should include the opportunity for inter-country visitation after pilot projects are well under way.
10. A system of inter-country reporting on progress being made as pilot projects are developed should be set up.
11. The sponsoring agent should give help in finding funds to finance pilot projects adequately.

C. The Personnel Needs in Setting Up and Carrying Forward Pilot Projects

A combination of many types of competence is needed to make an ideal team for carrying forward a pilot project. Government officials, representatives of voluntary agencies, experts (especially in administration and evaluation), religious leaders, a continuing staff of field workers, local leadership, and trained teachers are all indispensable if any project is to give optimal results. A case study of how mobile teams of field staff work at the local level was cited.

Finding and keeping suitable teaching staff presents many very difficult problems, particularly women teachers. The training needed for literacy/family planning programmes is complex and cannot be accomplished without good initial training programmes and provision for frequent in-service training.

13. *What are the varied roles of "experts", government officials, local leaders and local personnel in setting up and maintaining programmes?*

The general agreement in all discussions of the workshop was that a combination of personnel is indispensable in assuring the success of any programme in literacy/family planning: the prestige and power of government, particularly at highest levels; the competence of experts, particularly in administration and evaluation; the background know-how of local personnel who understand fully the culture of the target groups to be reached. The importance of the sanction of religious leaders in family planning, particularly at high levels, was stressed by a number of participants, particularly in those countries which do not emphasize the secular nature of their governments.

A trained and continuing staff of workers, with the responsibility for planning and for executing a specific programme was indicated as having top priority in importance.

Many of the countries use primary school teachers as their main source of teaching staff. These already know something about the techniques of teaching, although it was admitted that their training is often inadequate. In any case, they invariably need orientation in the subject matter of family planning and in the methods of teaching adults rather than children. Where untrained persons are recruited as teachers, who are barely literate enough to act as teachers, training programmes must be carefully conducted. Supervisors who are to direct teachers at work need special help both in background matter and in techniques.

Mobile teams are a part of the programme of most countries particularly in family planning. These usually are composed of personnel of different skills: medical, teaching, mass communication, such as in the use of puppets and other audio-visual aids.

The cooperation of village leaders often is the key to the success of a programme. Likewise, local people who have benefited from programmes of literacy and family planning are of great help in motivating others to participate in such programmes. The Philippines are now experimenting with plans for obtaining some financial support for programmes from local groups, as a means of guaranteeing deeper involvement at the local level.

One important point stressed was that many programmes fail because of insufficient manpower to implement them properly. Spreading personnel too thin cannot insure success for even well planned programmes which have the best materials available.

The way mobile teams, with personnel in various capacities, operate in Turkey for family planning is described below:

“Individual education, that is education by home visits, can only be done through Maternal Child Health (MCH) activities. The Population Planning Directorate General has no home visitors. Therefore, face to face education is conducted by mobile teams, educational activities and provision of contraceptive service are integrated. In fact, a mobile team consists of two teams, educational and medical.

Before the mobile team's visit to an area, the opinion leaders, such as village headmen, teachers and religious leaders in that area are gathered and educated in family planning. For this meeting, the market day for that town is selected, because it is common for the villagers to come to the town for the market. The educators talk with these leaders who will

influence the others in the village, they inform them of the visits of the mobile teams, and give them posters, pamphlets and brochures to take to their villages. The time period between this meeting and the visit of the mobile team gives opportunity for discussions among village people.

Then, on the day arranged the educational team, consisting of one male and one female educator and a technician, visits the village. The male educator has a meeting with village men and the female educator with women in separate places. These meetings are usually held in the village square, coffee house, or school. The educators generally start talking about village problems. Such talks create a friendly atmosphere and give the educators some hints as to when to start talking about family planning. The educators put emphasis on health aspects; they explain the reproductive physiology in a very simple way, and the contraceptive methods. The posters, calendars and pamphlets are distributed, a film and slides are shown and an announcement is made that the medical team, which will provide family planning services free of charge to those who want to accept a contraceptive method, will visit the village the next day.

The time period between the visit of the educational team and the medical team has been determined after several experiments. If the two teams go together on the same day the number of applicants is not very high because there is no time left for husband and wife to talk. If this period is longer, the effect of the education is usually weaker. It has been decided therefore that a 24 hour period is the most productive for such activities.

Evaluation of the effect of educational activities has shown that one woman out of every four who attended the meeting has an IUD inserted the next day. This rate is rather high when one takes into consideration the other women who are willing to accept an IUD but for various reasons cannot.

Almost the same type of educational activities are conducted by the voluntary organisations. The activities of the Family Planning Association and the Family Planning branch of the University Graduate Women's Association have been very effective.

Another type of group education is to give information on family planning to a small group that has come together for a purpose other than family planning. An example of such activity is the educational campaign conducted by the MCH centre in Bursa.

Short messages are given by a tape-recorder and a loud speaker to mothers who bring their children for a check-up while they are waiting. No detailed information is included in these messages, and those who are interested in the subject are advised to apply to the nurse in the Centre."

14. *How can an efficient teaching corps for both literacy and family planning programmes be recruited and trained?*

The combination of skills needed for teachers in the combined programme, needless to say, presents many difficult problems. These will be discussed more fully in the section of this report dealing with functional work groups.

Recruitment of proper personnel for teaching presents a major problem. In most of the countries represented, there was strong sentiment against employing teachers who are very young, in spite of the fact that both Iran and Turkey make considerable use of high school graduates who are required to render service to the government if they are not in the universities or in military service. The Philippines are now engaged in a research study to determine where young teachers can be effective.

Another problem in recruitment is to find suitable women teachers. Usually only women are acceptable for teaching women, particularly in family planning. Since it is desirable to have teachers who know the folk culture, the folk ways and the dialects spoken by the local population, finding women who possess even the needed skills of literacy is often extremely difficult.

The turnover of trained teachers who are suitable to one particular locale is also a big problem. The programme of teaching often shifts from locale to locale and teachers are usually not mobile (particularly women). The local language and other culture problems may make a teacher good in one situation but unacceptable in another, even for those who may be mobile and available for shifting.

The pay for teachers doing this sort of work is usually so minimal as to attract very few really competent people. Where regular school teachers are used, they are already so over-burdened with the duties expected of them that they can hardly be expected to give outstanding service in their "spare time". Voluntary teachers were deemed quite unsatisfactory. Most of the participants said after trying to work with such teachers, the practice had been abandoned of using all such personnel.

These difficulties all add up to one conclusion: in most situations there is no hope of recruiting really *good* teachers who can be well trained and who will remain a constant teaching corps for the programme. This obviously makes for weakness at a very crucial point which must be reckoned with.

The length and the kind of training required were discussed at some length in the workshop. Obviously two quite different kinds of competencies are needed for teachers in the combined programme of literacy and family planning. Those

countries using regular school teachers felt training should centre on family planning, both information and techniques. Those having to recruit untrained teachers recognized that both the skills of teaching literacy and the information and skills needed for teaching family planning must be emphasized in the training programme. There was a suggestion made that perhaps two corps of teachers must be trained: the first to establish literacy and the second to follow this basic course with family planning teaching.

No agreements were reached about the length of time needed for various training programmes, nor the content of such courses except that the medical advisers, who were workshop participants, suggested the content for the medical information needed by teachers. Their report is included in the section on functional work groups.

The problems of providing for the in-service education of teachers who have been initially trained and for occasional reorientation, as programmes change, were discussed, but no concrete suggestions offered. The importance of providing such training was emphasized however.

It was stressed that all training programmes for teachers must be based on other teaching techniques than continuous lecturing, as is sometimes now the case. Trainees must learn the techniques of discussion and demonstration methods, which must be properly used in teaching illiterate adults, if lasting results are to be obtained.

D. Medical Information

A great deal of medical research has gone into the various methods of population control which are of benefit to developing countries. These must be cheap and safe and easily made available to all segments of the society. In addition, the methods recommended must be acceptable to the culture pattern of the people.

This section of the report gives the opinion of experts as to what methods fit these criteria and which are now being successfully used in various developing countries.

The knowledge and the techniques which are necessary for those carrying on the educational programme are also discussed here.

15. *What are the bases for recommending available contraceptive methods through the educational programme of family planning?*

Dr. Chandrasekhar indicated that for developing countries, the contraceptive

methods advocated must be cheap, harmless, reliable and acceptable to the culture pattern. Dr. Branch of USAID presented to the workshop the various methods now possible, with their respective merits and demerits in terms of Dr. Chandrasekhar's criteria. The most widely used methods are folk methods: withdrawal and prolonged lactation of mothers. Neither method is certain, both are entirely safe from a health point of view. Other methods with a considerable degree of effectiveness are sterilization, IUD insertions, and birth control pills. All of these may have certain side effects, which are usually not serious health hazards. Dr. Branch made this comment about the oral pill which has been much discussed:

“There has been a great deal of publicity about the dangers of the oral pill but when we take a factual, statistical look at the use of this pill compared with pregnancy, it is much safer. It is true that the user of the oral contraceptive has a tendency for developing blood clots in the legs, but if she smokes cigarettes the chances are 400 times greater that she will develop the same blood clots; if she spends most of her time sitting down on a chair as a secretary does, she is liable about 200 times as often to developing this sort of thing, as she is if she is using the oral pill. The risk remains extremely small.”

The least effective methods are the rhythm method without temperature readings, foams and jellies, and condoms. Diaphragms are not recommended for developing countries because of the cost.

The proper use of all methods depends on whether spacing or prevention of births is the desired goal.

Dr. Branch believes it has been demonstrated for purposes of demographic limitation of populations, only two methods will be effective, both of which are now unacceptable in some quarters for cultural reasons: abortion and sterilization. He believes there is much misunderstanding and superstition in most countries regarding sterilization which need clearing up. India seems the one country where sterilization is a common method of population control:

“India is the only country in which sterilization is the major contraceptive method. It is mostly male sterilization (about 90 percent). So far some 6½ million people have accepted this method. The success of this method is largely due to the intensive promotion drives, the provision of mobile clinic services, and the organisation of vasectomy and tubectomy camps. Some 9.7 percent of eligible couples are protected by this method. Recanalization is now available at 10 hospitals with a 78 percent chance of success.”

While there is some slight hazard to health, particularly to women, in using

nearly all contraceptive methods now known, it was stressed several times in the workshop that excessive pregnancy is the greatest hazard of all. A somewhat comparable hazard is the abortion which is attempted or achieved without medical aid.

16. *What special medical knowledge for family planning do literacy teachers need ?*

This question was the special consideration of the medical doctors who participated in the workshop. Their report in full is included in the section on functional work groups.

It was agreed that the proper function of the family planning/literacy programmes is educational, and not medical services. These services must be supplied by expert medical staff. The function of the educational programme is to inform the population of the reasons for needing such services, to give information where services are available, and to motivate people to use them.

The need for personal counselling in matters which are considered delicate or inappropriate for public group discussion was stressed as something which must be met by teaching personnel. Teachers need background information which they need not necessarily always pass on to the public: the reproductive process; the various contraceptive methods available; the reliability and the safety involved in the various contraceptive methods which are available for use by the public.

Most important is that the advice given, of how and where to obtain medical help in limiting family size or in helping change infertility, be practical and possible to follow.

In the Philippines, teachers are counselled to give direct assistance with family planning techniques where no doctor's prescription is needed, such as the distribution of condoms and information about their proper use.

E. The Preparation of Materials for Literacy/Family Planning Education

The preparation of materials in the combined programme of literacy and family planning is a crucial matter. Two distinct skills are needed: those connected with the attainment of literacy and those connected with the psychology and materials for introducing family planning education. Perhaps a team approach in preparing such materials is the one possible solution for combining these two skills. Not only content, but matters of format are of extreme importance.

There was general skepticism among the workshop experts and participants about the preparation of proto-type materials, transferable to different languages and culture groups, both within and among nations.

The use of mass media of all types usually is of limited value for illiterates and neo-literates. The use of radio has had limited success in two of the countries represented.

On the use of primers to develop family planning concepts, the participants of the workshop could come to no agreement. The general feeling was that, if such concepts are introduced at all, it must be on a very limited basis. The vocabulary used, both in primers and in supplementary follow-up materials, must be carefully determined through field research.

Because most teachers involved in literacy teaching are apt to have extremely limited background in all phases of family planning education, special content material must be prepared for them. All reading materials prepared for neo-literates must be accompanied by teaching manuals which spell out in detail just how the teacher is to present these materials to classes of illiterates or neo-literates.

17. What are the best means for preparing good teaching materials for the combined programmes ?

This question was discussed in detail in one of the functional work groups and the report submitted is found in this section of the report. Because of the importance of the topic, however, much attention was also given to the question in the general sessions.

The first question posed was, "who should do the writing of literacy/family planning materials?" The consensus was that a team approach is necessary: one of the team to know the best methods of teaching literacy, the second to know the materials of family planning, and perhaps a third on mass communication. Whether the initial primer should include direct information on family planning was an unresolved problem. What was agreed, was that all writers need to know the language and the general culture patterns and beliefs of the target group to be reached. Constant tryout and evaluation are indispensable in the preparation of all materials. All forms of communication should be used in the total programme : printed matter, audio-visual aids, puppet plays and folk drama, radio, billboards, and posters. The message must always be simple, very direct, often repeated, and aimed at a specific target group (except perhaps the basic primer which can be used more or less universally). There must be appeal to the emotions as well as to intellect.

The cost and distribution of material are important matters. Often it is difficult to find publishers who are willing to take the financial risk involved in producing materials for an uncertain market and so such productions must

usually be subsidized. At present, the expense of programmed materials is prohibitive for developing countries.

Whatever teaching materials are prepared must be accompanied by manuals which will help teachers, who are often poorly qualified, to present the materials as the writer intended.

The dearth of properly trained writers was a common complaint. It was suggested that the next workshop sponsored by World Education should be for the purpose of correcting this lack.

For the consideration of workshop participants, these practical suggestions were given for the preparation of content materials. The first came from Literacy House, India:

- Step 1.* Making a careful study of the topic from available books and documents, jotting down important information and probable implications for the selected problem.
- Step 2.* Interviewing experts to get technical detail on the topic.
- Step 3.* Meeting as many future readers as possible and studying their reactions, notions, attitudes, the amount of knowledge they already possess, etc.
- Step 4.* Preparing the first draft of the message; interviewing the expert again, if need be.
- Step 5.* Testing the manuscript and illustrations in the light of suggestions received from the expert.
- Step 6.* Revising the manuscript and illustrations by tryout.
- Step 7.* Pre-testing the revised draft.
- Step 8.* Sending the manuscript to a printing press after revising it in accordance with the results of the pre-testing."

The second example came from the Isfahan project in Iran, where this procedure in the preparation of materials is followed:

"A team composed of a doctor, a teacher, and an audio-visual expert prepares a lesson which is in a planned sequence. One page of technical instruction is written for the teachers. One page of the material is written for the neo-literate to read. The lessons vary in content and may sometimes be devoted to mathematics, social problems, health problems, political questions and family planning. These two pages are then given to the teacher trainers, each of whom then instructs his group of teachers, most

of whom are not well qualified to teach. After the lessons have been taught to the illiterate villagers, the trainer again goes over them with the teachers and relays their suggestions for revision to the original team, which then may rewrite the material. At the end of the year the lessons are to be compiled into two publications: one, directions for teachers; the other reading materials for illiterates."

The importance of good format and proper illustrating was stressed. These reminders came from Literacy House:

"Attractively printed material is said to have an attractive format: even and clear printing in face type, not smaller than 16 points with at least one half cm. spacing between lines; durable paper; a number of illustrations; enough white space on each printed page; attractive cover page; and good binding are all essentials of good format.

Perhaps these requirements apply to all printed materials but special care has to be taken while printing material for neo-literates. Printing managers generally lack knowledge of the limited reading skills of neo-literates. A small printing mistake may not disturb an educated reader but it does confuse badly a reader of low reading capacity. A single broken letter, the wrong kind and size of type, less than sufficient spacing between lines, and a bad page lay-out may result in erroneous reading and high mental strain on the part of these readers. Frequent appearance of such errors may discourage them from reading any printed material.

The illustrations, which form a part of format, must be clear, understandable, and to the point. The communication potential of the illustrations is a new phenomenon for artists and often not much importance is attached to it. Unfortunately, systematic studies on the picture-reading capacity of Indian neo-literates and their colour preferences are not available. In the same way, the standards of good format to facilitate reading for the neo-literates have not been set up. Teachers, who are aware of these problems, may help make up the loss due to those shortcomings."

Thus, not only content, but format as well, is of major importance in the preparation of materials for neo-literate readers. Very specialized skills are needed for both phases of production.

18. *To what extent can proto-type materials be developed which can serve as models to be adopted by different culture groups, both within a multi-cultural nation and among nations?*

The participants were rather skeptical of any proto-type materials which could be successfully adopted, except for very general ideas such as the use of puppets, as demonstrated by Bil Baird, and the use of folk figures as leading

characters in various kinds of folk drama for family planning. Dr. Prodipto Roy Research Director, Council for Social Development, who has done considerable research work among various language and culture groups in India, was quite emphatic about proto-type materials in his presentation to the workshop:

“Nearly all programmes are culture bound and are not transferable from one culture to another.”

Several participants suggested that there might be recurring themes or topics which are somewhat universal: the problems of too great division of small holdings of land to many sons; the tragedy of the loss of health by the mother of the family; the migration of sons to urban centres; and others. Perhaps these might be catalogued with alternate suggestions for the resolution of the situations posed.

Some materials, such as the kit for family planning workers, recently prepared by Literacy House could be used, with slight adaptations, in various countries, since it is largely technical in nature and technology is not culture bound to any considerable extent.

Dr. Mehrotra, placed before the workshop an outline of suggested content for a course on what he called “Population Education” which might serve as a skeleton proto-type for teaching.

CONTENT OF COURSE FOR POPULATION EDUCATION

(a) Family Life Education

What is a family?

What are its overall functions?

The roles of the various members of the family?

Family’s responsibility towards the society and *vice-versa*.

(b) Size and structure of family

Family in different countries,

Comparative study of family size related to the socio-economic conditions.

(c) Effect of family size on

Basic necessities of life,

Education and recreation,

Land and employment,

The quality of life for the individual and the family.

(d) *Basic facts about population*

Factors responsible for population growth such as birth rate and declining death rate,

Birth rate, death rate and growth rate,

Inter-relationship of population growth with economic and social growth,

Population growth in relation to food, education, housing and employment,

Factors influencing the standard of living and the quality of life in general.

(e) *Population control*

Desirability of small family size to check population growth and to promote social and economic development.

(f) *Process of reproduction and child care*

Physiology of human reproduction,

Stages of development,

Child rearing practices.

(g) *Information regarding family planning programmes*

Facilities for family planning in rural and urban areas,

Family planning clinics,

Facilities and incentives offered by government,

Government's policy regarding family planning.

Grading the Content

It may be emphasized that the broad contents suggested above will need to be suitably graded according to the age-group and literacy level of the readers and spelt out in specific detail in terms of the prevailing attitudes and the socio-economic environment of the group. The focus will invariably be, not on mere information and population statistics, but on creating understanding and awareness, appreciation and motivations, aiming at change in attitudes leading to the right type of behaviour in regard to family planning.

19. *What media are good for reaching illiterates and new literates, for what purposes and with which target groups ?*

This topic will be dealt with further in this report in connection with the material on functional work groups.

The reports on the use of media in the various countries indicated that too little research is available to know exactly which media best reach any group, but particularly the illiterate population in a society. It was agreed that printed materials do little or no good; even bill-boards and posters which have been used to a wide extent, the illiterate farmer or villager seldom sees and if he does see them, rarely understands. The red triangle, as a symbol for family planning seems quite widely known and understood by the illiterate masses in all countries represented. This observation of the mass media programme in India was made:

“A careful observation of the situation will reveal, if one is not over-impressed by the number of bus-boards and bill-boards, that such media are displayed at places which are rarely visited by a common man who lives in a remote village. He might not, even today, have seen a bus passing through his village (only a few villages have yet been linked with roads) and, thus, he gets no inspiration from bus-boards. The utility (or futility!) of the message through the postage stamps is also self explanatory for he represents a large body of illiterate persons getting no or little chance to look at a postage stamp.”

The radio as a means of teaching both literacy and family planning was discussed extensively, for it is commonly available now in practically all sections of the countries represented. In teaching either literacy or family planning or both, the importance of two way communication was constantly stressed; that is, there must be an organized way of listening and of reporting back to the broadcasting station the results obtained by the programme. One resource person in the group who had had experience with a national broadcasting programme bemoaned the lack of flexibility which he had experienced in the programming. This lack made reaching the illiterate population impossible.

Another problem faced by most of the nations represented was that their illiterate populations, for the most part, speak and understand no common language or even common dialect. This makes the choice of vocabulary for radio broadcasting almost impossible, particularly in such sensitive areas as family planning. Broadcasts which have to be specialized for small groups of people are too expensive and find no air time.

Where it is feasible to use radio, good results have been obtained in various ways: in training teachers in Afghanistan and in developing meanings of words to be used in literacy programmes in the Philippines.

It was pointed out that the medium of television will soon be available in many places and the methods for using it should be studied well in advance of its availability.

One simple means of communication which had been used in several

countries was the yearly calendar which noted religious holidays and promoted family planning ideas. This was acceptable and popular in many homes where it was perhaps the only printed matter to be found there.

Wall newspapers are a device which was reported as being used successfully for village and rural people where literacy is being taught. Material on family planning can be inserted with other new items.

The possibility of programmed learning was discussed, and although it is being tried in the Philippines in conjunction with a radio programme, it was generally rejected on the ground that it is psychologically unsound (the illiterate needs the help of a teacher on the spot and the stimulus of fellow learners) and that it is too costly in terms of materials.

The use of puppets, films and drama received attention, particularly puppets. This medium is discussed more fully in another section of this report. It was agreed that provided it is well done and can be made easily available, it is a very helpful teaching device.

The most important medium is, of course, the simple printed message for the neo-literate. The importance of the production and the distribution of this type of material after the basic primer has been mastered as the first step in attaining literacy was stressed over and over again and will be reported in greater detail in the section on functional work groups.

The importance of suitable printed materials for teaching family planning was summarized as follows:

“The communication through the printed word (books, pamphlets etc.) seems to be the only effective way to reach to the masses. The reasons are as follows:

- (a) The printed communication material is less costly than films, puppet shows etc.
- (b) It can be easily sent to the remotest villages through the postal service of the country.
- (c) It offers an easy replacement for good and sincere workers who are not easily available.
- (d) The problem of diversity of languages can be solved by effective translations.
- (e) The concept of planned parenthood is still a matter which people do not like to discuss publicly. This is more or less a delicate matter and is preferred to be thought about without discussion. Printed matter dealing with this subject can be read in privacy.

- (f) The various audio-visual media simply make people aware of and interested in the problem of family planning. This is only a preliminary stage of the whole process of eradication of the problem of over population. There must be more information leading to action. This information can be supplied by printed materials.
- (g) The factor of retention of information, after having heard or read it, is extremely important and the printed word allows for re-hearing or re-reading the message given."

No matter what media are used for mass communication particularly in reaching illiterates and neo-literates in family planning, these requirements are of paramount importance: the message must be simple and brief; present only one idea, often repeated; never changed; be aimed at a specific target audience; be culture-oriented; use a variety of form such as music, drama, a personalized approach; suggest action at the local level; be bold, asking for change; use the symbol of the red triangle as an easy mean of identification.

20. *In a programme combining literacy and family planning, is it preferable to have a "neutral" primer, followed by supplementary materials on family planning or should the primer introduce family planning?*

This was a hotly debated subject, with no definite answers arrived at. In some countries, Turkey for example, each ministry has its own primer, with its specialized interest introduced early.

Several arguments were raised against making primers carry any load of social propaganda, including family planning. The establishment of the skills of literacy is the main concern of this basic learning. Primers which include specialized materials become too bulky; too much is expected of poorly qualified teachers in asking them to be both literacy experts and knowledgeable in many aspects of specialized subject matter. Since family planning is a taboo subject to many people, early inclusion of such material in reading matter may discourage illiterates from learning to read at all.

There was agreement that the primer can carry a minimum of family planning material, and that this material should be preparatory to more direct teaching in family planning which presumably will follow the initial training in literacy.

21. *How is an acceptable vocabulary to be determined in preparing reading materials for literacy/family planning courses?*

It was recognized that the matter of establishing proper vocabulary is difficult enough for preparing all literacy materials, but far more difficult with

respect to family planning, where words may be loaded with emotional overtones. These problems are compounded for societies which are multi-lingual, and become well-nigh impossible for those with many differences of dialect within languages. Much research with the actual daily speech of the groups to be reached must be made.

One method to be used in compiling a suitable vocabulary is outlined below:

“The material to be taught should be produced by working with a vocabulary list containing those words of the family planning programme which the future readers speak and/or understand. This list can be made by preparing a questionnaire schedule containing questions which cover various aspects of family planning. The respondents should be encouraged to express in detail their views in response to the questions, as naturally as possible. The words used in their responses, recorded on tape or noted very carefully, are then tabulated. This will make a working list from which the writer prepares his materials. He may not only use the words of this list frequently in original writing, but look to it as an instrument for checking, at the time of giving his manuscript the final touches, to determine whether or not difficult or alien linguistic elements have crept in.”

As has been mentioned elsewhere in this report, both Iran and the Philippines have used radio programmes as a device for helping build understanding for technical words in family planning, not commonly used or known by illiterate people. These are used in context familiar to the listeners. This technique can also be used to develop a more extensive vocabulary for all types of literacy teaching.

22. *What special care should be taken in preparing teaching materials for programmes which are to combine literacy with family planning ?*

The content of courses is a matter of paramount importance and is discussed at greater length in other sections of this report, particularly in the section on functional work groups.

The first requirement is that the material on family planning be scientifically accurate and that the material for developing literacy be developed according to linguistically sound methods and materials. The second requirement is that the material on family planning be culturally based so that offense or resistance is not created through the use of unacceptable vocabulary and concepts. Usually the approach to family planning discussion is made gradually and indirectly.

One example given of a very gradual approach to family planning topics in literacy classes was given by Iran. The primer begins by teaching about children's diseases. The first word introduced is “measles.” Next is “fever”,

later “immunization” (a simpler word in Persian). This kind of reading has proved good motivational material for the mothers especially. Gradually, material on the family itself: nutrition, economic problems, living space, etc., was introduced. Finally, family planning became the topic discussed directly, but always related to earlier discussions.

Literacy House reported the following development in preparing materials for use in family planning. Here the approach is more direct, but not made through the medium of a basic primer.

“Originally, in the syllabus prepared for functional literacy, emphasis was placed on acquisition of the skills of the three R’s, functional knowledge about institutions, and about modern improved practices in agriculture, health and hygiene, and civics. The syllabus was revised and a new syllabus, *Functional Literacy and Family Welfare Planning*, was issued in July, 1969. Besides imparting literacy skills, this course has provision for a welfare planning programme. The new topics added to the syllabus are:

1. Population explosion problems. Health and biological aspects of population education.
2. Need of planning for a happy family; economic, social, health and nutrition implications of family planning.
3. Preparation for marriage. Knowledge about the human sex organs and sexual behaviour.
4. Family planning techniques for men and women; the social, medical and psychological aspects of each method.
5. Family Welfare Planning Centres.
6. Healthy family relationship—husband and wife; parents and children. Need for understanding the point of view of each other.”

The importance of preparing teachers with adequate information on family planning and with proper techniques for teaching it, along with literacy, was stressed. This topic is discussed further in the section on functional work groups of this report. Usually the teachers available for teaching illiterates are themselves completely lacking in an understanding of the philosophy and the methods of family planning and need intensive and extended training before they are qualified to undertake any teaching in this field. Therefore teaching materials must be carefully prepared for them and manuals with specific directions worked out to guide them in their handling of these materials with their classes.

F. The Role of Various Agencies in Literacy/Family Planning Programmes

It was generally agreed that without the blessing and support of the national

government, no pilot project in any country could hope for anything but extremely limited success and influence.

It was pointed out that governments in developing countries are currently receiving both financial and technical aid in developing and carrying out literacy/family planning programmes. Those in charge of any pilot projects should inform themselves of the possibilities for receiving support for their ventures from all possible sources, both private and official.

23. *What is the role of government and what is that of voluntary agencies in a combined programme of literacy/family planning? Can really cooperative programmes be set up?*

Two voluntary agencies, Literacy House in India and the Philippine Rural Reconstruction Movement in the Philippines, sent representatives to the workshop. All other participants represented their governments. Both of the voluntary agencies were conducting programmes of two kinds: (1) independent of government and (2) in cooperation with government, either national state, or local.

All the representatives of governments in the workshop indicated that in each of the countries, their governments relied on the help and cooperation of numerous voluntary agencies. This help was usually in the form of conducting programmes, raising funds, supplying personnel, or producing materials. In turn the governments often give some financial assistance to voluntary agencies, as is the case with the Family Planning Association of India. These agencies may be national, regional or local in character. Occasionally private organizations from outside the country contribute by supplying help to indigenous private effort or governmental programmes. India, for example, reported help from these private sources in family planning activities:

"The Ford Foundation is the major provider of assistance to India. It gives practical assistance in developing the information and education programme. It supports the Gandhigram project (\$477,000) and training programmes for Indian personnel (\$287,750), and research into reproduction biology in India.

Population Council is a major supporter of the programme. Trials of an IUD designed specifically for India are underway. The IUD post partum programme covers 40 hospitals throughout the country and the Council has a resident advisor in India.

Rockefeller Foundation supports some projects.

Oxfam (UK) has supported family planning projects in India.

The Christian Medical Association of India has a nationwide family planning project.

The Ross Institute of Tropical Hygiene runs a family planning project in the tea estates of Assam.

The American Friends Services Committee and *World Neighbors* also have family planning projects."

Permissive and directive legislation facilitates both official and voluntary efforts. Turkey has passed such legislation:

"There has been a period of intensive study in population planning in Turkey since 1965. The Code of Family Planning Number 557 was passed on April 1, 1965. The law permitted publication of appropriate information on health and methods concerning population planning. The Ministry of Health was assigned the responsibility of carrying out this programme through the General Directorate of Population Planning, established within the Ministry in 1965, following which the family planning programme was launched."

Other countries reported similar statutes. Some workshop members indicated that similar laws were needed in facilitating their work in their nations.

An example of good cooperation between government and a voluntary agency was the preparation of family planning kits by Literacy House which were sold to the state government of Uttar Pradesh in India to be distributed to all official health centres. Numerous other examples of successful cooperation between official and voluntary agencies were cited by the participants from the various countries.

It was generally felt that the more experimental type of programme can best be undertaken by voluntary groups because of their greater flexibility in organization and use of funds. However, the power and prestige of governmental endeavour are needed to make any programme of proven worth operate on a large enough scale to be of any great social value to a country.

It was agreed that all the pilot projects to be undertaken as a result of the workshop must have the sanction and cooperation of the various governments concerned, even though they may be, in at least two cases, sponsored by a voluntary organization.

24. *What agencies of government should be made responsible for the combined literacy/family planning projects? How can the programmes of various ministries be coordinated?*

The participants reported a wide variety of practices in the countries represented. The ministries of health, education, defence, justice, labour and

agriculture at the national level were all named as being involved in the various programmes. This included giving financial support; deputing personnel; planning programmes, such as setting up local centres, developing curriculums, writing primers, training staff; cooperating with international bodies; and others. A number of participants indicated that special bureaus or departments had been created within ministries whose responsibility it was to administer literacy programmes, family planning programmes, and/or combined programmes.

Local units of government were also involved, particularly in a country like India, where the national government has little jurisdiction over education. The Philippines make considerable use of local boards of education.

The coordination of the work of several ministries within a government represents many difficult problems and the impression was left by the participants that effective coordination had not yet been achieved, although special planning boards had been set up, as in Iran. The general rule seems to be that each ministry is running its own programme, quite independent of what is being done by other agents of government or by voluntary agencies.

25. How can the experience and support, both in money and personnel, of various international bodies be utilized in literacy/family planning projects?

The agency most concerned with literacy and family planning programmes is Unesco, which is actively at work in the countries represented. The FAO is concerned with literacy and agriculture in Afghanistan. In India, the Assembly of Youth, a volunteer agency, works with Unesco. In Iran, the Unesco-Isfahan experimental project combines literacy and family planning. Many other examples could be cited of the cooperation of international agencies with governments and voluntary agencies.

These international bodies have a varied pattern for operating with the government concerned: some with the ministry of education, some with the ministry of health, some with the ministry of agriculture. Other ministries may be involved with, or cooperate in programmes and, as has been pointed out, often these international bodies cooperate with, and support voluntary agencies.

Typical of the kind of support forthcoming from various international and uni-lateral government sources to a country is the roster of official agencies supporting various family planning projects in India.

International Organizations:

The United Nations has sent two missions, in 1965 and in 1969, the second one in cooperation with *Unesco*. The UN supports the Demographic Training

and Research Centre in Chembur, Bombay. The *IPPF* supports the work of the *FPAI*. (1969 grant—\$73,800).

Governments:

USAID is a major supporter of the government programme. It is currently providing \$30 million dollars. In 1968 it also provided 200 million condoms.

SIDA (Sweden). *SIDA*'s financial assistance amounts to \$2.2 million dollars (1968-69).

Japan supports the government programme and has helped with training and commodity supplies.

Denmark supports the government programme and trial of the Danish IUD antigen have been held.

Norway has offered assistance to the government.

UK ODM has provided some support.

Omitted from this list are the many private philanthropic agencies, both international and national, which support, or aid in the support of, literacy and family planning efforts in the country.

It seems clear that both official and non-official agencies can be relied upon to give support to carefully planned and well executed pilot projects which combine literacy with family planning. This help is often channelled through the national government of the country concerned.

G. The Special Role of Schools and Universities

It was generally agreed that the ideal way to combat illiteracy and unchecked population growth is to provide suitable programmes of education for *all* the children and youth of every nation. Since this method cannot be implemented in the foreseeable future for any developing nation, the best that can be done at present by those interested in eradicating these twin evils, is to work toward programmes of informing the teaching corps of primary and secondary schools of the critical nature of the problems and to enlist their favourable support for programmes underway in the country; of pressing ministries of education to develop suitable materials for inclusion in existing textbooks and syllabi; of making some courses in family planning compulsory at the secondary and university levels. Universities can give special help and support to literacy/family

planning efforts by helping train teachers; by carrying on research in population control; by establishing special courses for training specialized personnel; and by undertaking evaluation studies for specific projects.

26. *What materials on family planning should be introduced into the regular curricula of schools and colleges ?*

Mrs. Wadia of the Family Planning Association of India placed great emphasis on introducing family planning into school curricula:

“We think it is far too late to educate people after they are married, that we should bring the younger people—much younger ones—to realize what over-population means, not only to the individual family but to the society as a whole. For this reason we believe that family planning and family life education should be introduced into the schools. There are many things about over-population which can be understood by very young children. Most under-developed countries have a very large number of young people and children under the age of 15. India is one of these. It is too late to begin with married couples who have large families. Because of our interest in education, the Family Planning Association has held numerous seminars for teachers and educators to discuss with them what can be done for those children who are in school and what can be done for those who are not in school. We have found that teachers generally are very much interested and are also very ignorant about family planning. So before we can talk about educating the pupils, we have to educate the teachers themselves. The Ministry of Education has shown interest in India in introducing family planning material into the schools. But because of its bureaucratic methods, it may take a long time before it is placed before the children. We have not depended on teachers entirely, however; groups of volunteers from our Association, particularly in Bombay, have gone about to schools.”

The more educated groups, where it is possible to recruit them for this purpose, can then serve as a core from which to work with the illiterate and semi-literate elements of the population.

Iran now has compulsory courses in family planning in all high schools and will shortly have similar courses at the university level. Turkey also has courses at the high school level and at the University of Ankara. In its vocational schools attached to the Ministry of Health and in the universities, lectures are given about family planning. The Medical School of the University of Ankara has classes in Public Health, Gynaecology and Obstetrics, and Pediatrics. In Hacettepe University, family planning is taught. While taking post-graduate education, all students work in family planning clinics for one month. In 1968,

a series of lectures on sex education was given to teachers at all levels in the Philippines.

All participants stressed the need for an informed and sympathetic public teaching corps because teachers are particularly influential in rural areas and their favourable attitude and adequate knowledge about literacy and family planning can often be of distinct help in organizing and maintaining classes in these areas. In a number of the countries reporting, regularly employed school teachers are the main corps of teachers recruited for instructing such classes.

27. *What role do universities and higher institutions of learning have to play in aiding the nation's programme in literacy and family planning?*

Only two countries mentioned any extensive use being directly made of the facilities of universities in the nation's programmes: Turkey and Iran, although other countries may be doing likewise, and their activities were not reported by participants. These aids in Turkey and Iran are in relation to research being carried on in population data and control; in establishing courses for students, some to be compulsory for all students enrolled, as is being planned in Iran; and in the training of personnel in the techniques of family planning. In both countries, curricula have been prepared for use in all high schools of the country.

Participants from other countries mentioned introducing lecture courses into the university's programme either by the universities themselves or by voluntary groups. One experiment with introducing a series of lectures in a men's college by a voluntary group, the Family Planning Association of India, was reported as successful and rewarding:

"We took the post-graduate students and gave them a week's course in family planning. We found them very interested and they stayed for the entire time even though it was voluntary. They asked a great many questions. The whole idea seemed new to them: the consequences of demography without family planning and the possibility of improving family life through family planning. We feel that it is extremely important to emphasize family life education, not trying to imitate any other culture, but showing how the quality of family life can be improved in our Indian culture. This is the modern trend now in family planning that we try to integrate it as a part of a much broader approach to the improvement of life and do not wish to keep it an isolated, esoteric topic."

Many participants indicated that they employed university staff as key personnel for their programmes, particularly for the planning and evaluating phases.

The general consensus was that wider and more relevant use should be made of the resources of universities, in particular the family planning aspects of the programme where accurate information is absolutely essential.

SECTION IV

THE FUNCTIONAL WORK GROUPS

Early in the workshop, the participants were requested to indicate in which of 4 areas they would like to discuss matters of content for the pilot projects: (1) preparation of materials; (2) training of teachers; (3) communication through mass media; (4) evaluation. The physicians who were members of the workshop were asked to form a fifth group to discuss the kinds of medical information needed by teacher trainers to implement a sound family planning programme.

Each country team was urged to make sure that it had representation in all five of these functional discussion groups.

Resource staff served as leaders for the various groups which met to consider the basic problems involved in each of the areas designated. Because of time limitations, no group could really adequately explore all the implications of the topic it had assumed responsibility to report to the plenary session of the workshop. Each group did make a brief oral presentation summarizing for all participants the main points the members had agreed were of prime importance. The essential points of their presentations and the discussion which followed these presentations have been presented in various parts of Section III, *Issues and Answers*, of this report.

Following the oral presentations, the country groups were asked to submit questions to each functional work group which needed discussion before finalizing the pilot projects. These questions were to be answered in a written report addressed to the entire workshop.

The questions addressed to each functional work group and the report submitted by the group in response to these questions are included in this section of the report. The format for reporting which was developed by each group has been here preserved as it was submitted to the workshop, except for needed editing.

Functional Work Group I

Literacy Writing, Materials Production, Family Planning Subject Matter Selection and Training Literacy Writers

A. Questions Addressed to Work Group I

1. How can materials presently available for children be adapted or revised for adults?

2. What subject matter should be included in the curriculum for:
 - (a) Adult literacy programmes;
 - (b) Military basic training schools;
 - (c) Mobile village courses;
 - (d) Labour basic training courses;
 - (e) Public elementary and secondary schools.
3. Who should be the writer?
 - (a) Free lance writer of repute;
 - (b) Subject matter specialist;
 - (c) Professional trainer of writers;
 - (d) Team approach—who should constitute the team?
4. What should be the broad content areas to be covered under the programme of family planning?
5. What are the essential factors to be considered before planning and preparing reading material?
6. What steps in sequence should be taken in preparing reading material?
7. Have programmed texts ever been proved successful in adult literacy programmes?
8. What are the necessary steps in producing programmed texts for literacy family planning programmes?
9. What should be the approximate per student cost for providing instructional materials for teacher trainees per annum?
10. What are the steps involved in the preparation and production of a self-help primer for literacy and family planning students? How to use it?
11. What are the most effective forms or styles of reading and teaching material for literacy and family planning students?
12. Define the target population in the literacy/family planning education in point of:
 - (a) age,
 - (b) sex,
 - (c) levels of education.

13. What course content along health lines (specifically family planning education) should be included in training trainers and at what stage of the reading materials for illiterates should it be introduced?

B. Report of Work Group I

The work group received a list of 13 questions relating to the various aspects of the general topics. One of the topics, that pertaining to content, had been discussed at a previous session. Although the group could not address itself to all of the questions specifically, it is felt the core of the problem was considered, and that most of the questions have been at least touched upon.

Broadly, discussion revolved about two main areas, (1) what subject matter should be included; and (2) how the writing should be accomplished. In addition, the group considered the question of defining the target population and that of the feasibility of programmed learning. The latter two may be taken up first in view of their bearing upon the larger sections.

With regard to the target population there was unanimity concerning the three aspects specifically listed in the question:

- (a) The age group should be that between 14 and 45, with flexibility for special considerations.
- (b) Both sexes should be included in the target. In most countries males and females will not be taught together. In any country where co-educational classes are the usual pattern, the preparation of materials for the early stages would not be affected since the group did not feel that "sensitive" topics should be introduced at that juncture. It was felt that "sensitive" topics, if and when introduced, would require separate classes, hence no special suggestions could be offered for preparing such materials for co-educational groups.
- (c) As for levels of education, the target population was considered to include illiterates, new literates and semi-literates. Educated persons would not be included for purposes of the projects here considered.

No fewer than three questions related to programmed learning, its feasibility production of materials, and their use. While the group did not wish to rule out the use of programmed learning materials, the slight experience which could be brought to bear indicates that there are certain inherent difficulties in the use of such materials by the target population. Among these are inability of the learner to read printed instructions, the lack of critical ability in the learner and the need for the stimulus of group learning. The cost involved merely for paper and printing for paper style programmes is another counter-indication. In view of

these considerations, the group did not include any proposals for the preparation of such materials.

The group devoted itself especially to the content of the teaching materials from the point of view of both literacy and family planning. It was agreed that the materials should include:

- (a) a literacy course which would lead to reasonable proficiency in reading and writing,
- (b) a course in arithmetic skills adequate to simple needs, including the grasping of simple population facts,
- (c) suitable material for continuation courses,
- (d) teaching guides to accompany all courses produced.

In considering the specific content, the group was guided by the desire to facilitate the type of writing which would meet the two-fold requirements of literacy and family planning education. It was unanimously agreed that the main contribution which could be made in regard to family planning would be the "low-key" type of education. This would be imparted through a variety of subject matter topics of interest to the learners, such as child-care, nutrition, and agriculture. The choice of subject matter topics should be sufficiently flexible to permit the best treatment of the pedagogical problems involved. From the point of view of the family planning aspect, the group conceived of the content as consisting of a small number of themes to be injected and elaborated in various contexts:

theme : the small family norm (including spacing of pregnancies);

contexts: requirements of life

land, employment, inheritance, social security

quality of life

mother's life

child's health

nutrition

theme : small population, or extension of the first theme to the group and nation;

context : overall scarcity of land and other resources, public amenities and facilities, schooling, etc.

congestion in cities

the population explosion

(It was felt by some members of the group that the specific topic of national

policy" should not be dealt with, especially in countries where no positive policy has been adopted.)

theme : controllability of family size;

contexts: progress in preventing deaths and promoting longevity
the "wanted" child
services available (doctors, clinics, etc.)

The group was of the opinion that the education projects now envisaged should not attempt the job of imparting specific birth-control information; a listing of methods currently used was the maximum incursion envisaged into this field. However, some general physiology was recommended as a background for such education in the physiology of reproduction and in family planning methods as family planning agencies might impart.

theme : social acceptability of family planning;

contexts: attitudes of religious and civic leaders
attitudes of society
attitudes and actions of associates.

The other major area explored by the group was that of the agent for writing materials. The specific objective was to ensure an inter-disciplinary approach without succumbing to the stultifying effects of team writing. Accordingly, the group considered, not the specific persons required for the writing, but rather (1) the expertise that should be brought to bear upon the writing; and (2) a formula by which this expertise could be channellized to produce the desired materials. The expertise needed was thought to be in the following fields:

- (a) familiarity with the learner (sociology, psychology)
- (b) learning/teaching process
- (c) linguistics and language
- (d) arithmetic (its teaching)
- (e) demography and family planning
- (f) health, nutrition, agriculture, and any other subject used as a vehicle for the literacy/family planning education
- (g) writing (in a lucid, appealing style)

It was realised that no one person could be expected to possess all of the expertise required for producing accurate, well-rounded and effective materials. Therefore, the work group recommended that while a single person should be

responsible for the “creative writing” stage of production, for any given task, he must have intimate contact with the sources of expertise both before and after the fact. To the extent possible, he should acquire some proficiency in the various fields; he might, indeed, be a person highly qualified in one or more of these fields, and selected to do the writing because of such qualifications coupled with an ability to write well. He would consult the competent experts in all of the fields having a bearing on any given topic. Even more important, he would be responsible for meeting the legitimate requirements of the various relevant disciplines, i.e., he would refer his material back to the experts or resource persons for consideration and correction. Through this arrangement the group would hope to obtain the advantages accruing to both the one-man and the team approach.

It was felt by the members that most of the questions raised by the various country groups received at least partial answers through the discussions just reported. Two topics that did not find place in the discussions were (1) the adaptation for use by adults of materials already existing for children and (2) subject matter to be included in the curriculum for specific categories such as courses for military basic training schools and labour basic training courses. The work group would have liked not only to deal with these additional questions but also to deal more adequately with those which were taken up for discussion. It is hoped that this report may serve as a starting point for more extensive and more fruitful exploration into the very important topic assigned to this group.

Chairman : **Dr. Helen Butt**

Rapporteur : **Mr. Teddy Ballesteros**

Functional Work Group II

Methods of Teaching Adults and of Training Literacy Teachers in Family Planning

A. Questions Addressed to Work Group II

1. Which are some of the more practical methods to train literacy teachers to accept the contents of family planning?
2. How can we motivate literacy teachers to accept the contents of family planning?
3. What should be the criteria for selecting different methods such as lecture, demonstration, discussion for teaching adults and for teachers under training?
4. How to make demonstration and discussion methods the core programme for training of literacy teachers?

5. At what stages and how should family planning be integrated into adult literacy programmes?
6. What kind of tests will be required before and after training of the teachers?
7. What subjects should be taught in training teachers?
8. How to train teachers in order for them to apply the methods they have learned in their actual teaching?
9. Is it possible to use modern technology in training teachers of adults other than having them in class?
10. What criteria should be established and/or identified in the proposal for selecting teachers to be trained in the programme?
11. To what extent should the proposal contain recommendations for pre-service training, in-service training and/or retraining of teacher for the programme?
12. What are the most effective methods of training adult educators as well as adult participants?
13. What are the minimum qualifications for literacy-health educators?

This group did not prepare a written statement in answering the questions posed.

The discussion in response to the questions listed revolved around such matters as: the difficulties in recruiting proper personnel for teaching; problems arising out of the heterogeneous mixture of trainees in most classes being conducted for literacy/family planning teachers; the need for diversifying teaching method to avoid too much use of lecturing and telling; the necessity for special training for supervisors; the special provisions needed to give good in-service programmes of various types; various techniques for helping teachers in service; the problems of rewarding teaching service by adequate pay scales.

These matters are further discussed in Section III under questions 14, 16 and 26.

Chairman: Leonard Nadler

Functional Work Group III

Communication, Audio-Visuals and Mass Media

A. Questions Addressed to Work Group III

1. What kind of audio-visual aids are necessary for family planning education and how to develop them?

2. How to make effective use of the radio in a literacy/family planning programme?
3. What kind of simple and cheap audio-visual aids should be used in this programme?
4. To what extent should communication and technical experts be involved in preparing reading materials?
5. What is the most effective way to communicate family planning concepts to the villagers besides the puppet plays?
6. What kind of audio-visual aids for teaching literacy to adults in the rural area is the most appropriate?
7. To what extent should cooperative agencies, donors and implementing bodies be involved in communicating and planning the project proposal?
8. To what extent should back-up information, i.e., description of kinds and types of teaching materials be incorporated in a project proposal?
9. What are the steps involved in the production of educational radio programmes?
10. How are radio broadcasters trained as educators and *vice versa*?
11. What type or form of radio programme will be effective in the promotion of literacy and family planning education?

B. Report of Work Group III

The group discussed the eleven questions on the use of mass media and visuals in connection with literacy and family planning education. The following views were expressed as those of the members of the group.

The group considered that the use of the mass media and visual aids to promote literacy/family planning education is essential. The following are particularly appropriate: radio, television, film, drama, tape-recorders, filmstrips, puppets, leaflets, posters, charts, flash-cards, flannel boards, and, of course, the black-board. Use should also be made of locally produced magazines, strips, cartoons and the press.

The use of mass media and visuals for literacy/family planning education **MUST** be carefully planned and the material to be used designed and prepared to ensure that it is suitable for the particular social and cultural background in which it is to be used. All material should be tested out with specimen groups before putting it into general use. Unless appropriately prepared for the given environment, untold harm can result and the very reverse of the effect intended brought

about. For this reason, the group believed that in the initial stages of any project, expert advice should be sought and consultants' help enlisted in the preparation of material. The experts should work as a team with the local counterparts who would provide the background for adapting the experts' "know-how". This help might be obtained from World Education, Literacy House, USAID, Unesco and similar organisations.

The use of mass media and visuals should be carefully coordinated to tie in with the overall project programme so that there can be a concerted effort. A piecemeal use of the media can result in confusion and ineffective employment. The *same* story should be told in different ways and this should result in action. It is particularly important that the mass media should support the work the teacher is actually doing with his learners or effort will be wasted. So often irrelevant visuals can be seen used with teaching units. The radio, the film, the flash board, the poster and so on *must tell the same story which the teacher is trying to impart and must be related to the action desired*. In this connection, the group felt that before the mass media and visuals are prepared, the situation should be carefully examined by some form of local project co-ordinating committee. Their assessment should guide experts and consultants and their local counterparts in carefully planning strategy.

The group considered that, as far as the mass media are concerned, the most effective way of bringing the general family planning message to adults is by radio. People in the developing countries have acquired the habit of listening to the transistor radio and readily accept information coming over the air. However, the group felt that programmes must be carefully written and tested out before being put into general use, as great harm can be done if the material is unsuitable. For radio programmes, the approach should be indirect and general, leaving the literacy/family planning teacher to fill in the more intimate information on a more personal basis. For indirect family planning education by radio, it was thought that the format of the magazine programme is the most effective. That is a broadcast containing items of story, drama, music, song, humour, news, panel discussions, dialogue and spot announcements. It is also important that the broadcasts go out at suitable times for particular listeners when they are not working and free to listen.

It was also felt that the best use of broadcasts can be made when some form of group listening can be arranged. The listeners, under the guidance of the teacher/instructor/leader, listen to the broadcast and discuss what they have heard and are encouraged to send in questions, requests for music, and so on. It is essential that the programmes are acceptable to the listeners and, in particular, that the language used is suitable for the particular area.

Broadcasters must keep close touch with the receiving end by constantly

visiting the listening groups to find out what they want. Local listeners should be invited to participate in the broadcasts, so that listeners can hear local voices and people they know. The group advised that there should not be special family planning programmes as such, but family planning items should be introduced into on-going magazine broadcasts for farmers, women, village folk, rural development programmes and so on.

Training in the preparation and use of materials in connection with mass media and visuals is essential and help should be obtained from experts and consultants. At present the main problem is that of writing suitable material such as scripts for radio broadcasts, texts for simple pamphlets and so on. Considerable thought and research are needed as to the most effective approaches, particularly as regards suitable language, which is necessary if the mass media and visuals are to be effective. This again requires expert help that might well come from Literacy House, World Education, USAID and Unesco.

The group felt that, particularly in the initial phase of any project, it would be extremely useful if some basic material in the form of audio-visual aids, prototype scripts for radio and television, texts for pamphlets (including illustration) and so on could be produced by experts on a regional basis for distribution to projects. The local project staff would then revise the material, adapt and translate it for local use. It was felt that, although each area has its own special needs, much concerning literacy/family planning is common and that centralised production would be quite feasible. It would certainly be of great benefit to the projects until it is possible to train local staff to produce satisfactory material.

Chairman: Mr. Michael Wilson

Recorder: Mr. Shiv Khare

Functional Work Group IV

Answers to Questions Addressed to Work Group IV

1. *What criteria should be identified and included in a project proposal that provide for selection of participants (target group) ?*

Answer: The target group is the one you are trying to reach with literacy and family planning information. For our discussion here at the workshop, this group will probably consist of the illiterates in rural areas between the age group of 15-44. Examples of criteria are: existing motivation among the villagers toward literacy and family planning, road accessibility, means of transportation, population density, productive ability and potential.

2. *What criteria should be applied in evaluating the project as a whole ?*

Answer: The criteria should be directed toward established objectives of the programme. Suggested answers are found in questions 7 and 9 of Section III.

3. *What simple records should be maintained for evaluation purposes ?*

Answer: The number of people able to read, material covered in primer, number of people using family planning practices and kind, number of drop-outs, teacher turn over, number of trained literates, and other similar records which might be useful in a given situation.

4. *What are some of the base line data in the village for the literacy/family planning programme ?*

Answer: Base line data help to identify a starting point and it must be obtained prior to the initiation of a programme. Examples of data to consider include: existing knowledge on family planning practices, number using family planning practices and kind, per cent literate, number having a favourable attitude toward family planning and literacy, access to resources and family planning services, sources of information for those who already possess family planning knowledge, previous programme of various types that have been offered in the village.

5. *What factors are to be evaluated in the literacy/family planning programme ?*

Answer: Refer to question 11, Section III.

6. *Who will be involved in the evaluation, a distinct separate entity or the staff carrying on the project ?*

Answer: In order to assure proper guidance and continuity in evaluation, it is desirable to have two, three or four people, depending, of course, on the size of the programme, specifically assigned to the project. The evaluators should feel free to use outside personnel as necessary in evaluating or analysing a given task. However the assigned evaluators are dependent upon contributions and assistance from *all personnel involved* in the programme; i.e., students, teachers, administrators, concerned agencies.

7. *How to measure the effectiveness of independent literacy education, independent family planning education or those jointly performed in an integrated training programme ?*

Answer: Control and experimental groups might be established to serve as a

means of measurement. Various aspects of economic growth can also be used; i.e., increase in poultry production, vegetables, fruit, handicrafts and other economic measures.

8. *How to measure changes in attitudes as a result of literacy/family planning studies?*

Answer: Development of a simple questionnaire can be constructed for use in making personal interviews with the participants (target group). In order to assess such change, attitudes must be measured before and after training, including such factors as: attitude toward family planning practices, attitude toward health, attitude toward reading, attitude toward large or small families, attitude toward progress.

Final Considerations on Evaluation

1. Evaluation should be *a continuing process*.
 - Before a programme (baseline studies)
 - During a programme
 - After a programme
2. Evaluation should be built in as *part of the plan* for a programme. It should be considered in terms of resources, financing, and administration.
3. Evaluation is based on stated *objectives*. (Have the objectives been achieved?)
4. Where possible, all those *persons* involved in the programme should be involved in the evaluation process. This means that all such persons must understand the objectives of the programme.

Chairman: James Draper

Functional Work Group V

Physiological and Social Concepts for Literacy Teachers

No questions were prepared for this group

The Medical Work Group represented by the countries of India, Iran, Philippines, Thailand and Turkey discussed the medical aspects of family planning that should be included in the curriculum for the training of literacy teachers. The assumption was made by the group not to place new emphasis on the public health aspect of family planning, as this has already been incorporated into many programmes.

The group felt that classes in population/family planning education should be held separately for men and women.

The subject of population/family planning should be taught by competent health staff and should be presented in a simple, dignified, and scientific manner. A list of simple words for medical terms to be used during the course should be prepared in the local language or dialect. All technical questions that arise should be treated with respect and compassion and those that cannot be answered should be referred to the medical staff of a family planning centre.

The details of the course content are herewith attached. Suitable methods, techniques and other aids are also suggested.

Course Content for Training Literacy Teachers Physiological Concepts

The course would begin with consideration of the general aspects of family planning: the basic concepts, a short history, the general scope of what is involved, the role of medical knowledge in the total programme.

The second phase of the course should contain information on the maternal and child care aspects of family planning: pre-natal and post-natal care of the mother, the effect of too frequent pregnancy. Care of children should include nutrition, physical and emotional growth patterns, immunizations, the benefits of a healthy environment.

The third phase should emphasize the economic aspects of good health and limitation of family size: morbidity and mortality rates.

The next part to be included is the anatomy and physiology of human reproduction with the simple essentials only to be taught. Some attention is given to illegal abortion, infertility and sex hygiene.

Contraceptive methods which involve men and those which involve women are to be discussed as to their effectiveness, safety and availability. Common misconceptions or superstitions concerning the various methods should be brought out into open discussion. (See Part D of Section III).

The final section of the course should deal with information concerning referral services. These should include mother and child care clinics, general health clinics, family planning centres, and clinics correcting infertility.

The time devoted to presenting these materials should be appropriately divided: among lectures, discussions, demonstrations and film showings. The liberal use of visual aids of all sorts is recommended.

Chairman: Dr. Sarah Rao

SECTION V

COUNTRY PROPOSALS FOR PILOT DEMONSTRATION PROJECTS IN LITERACY/FAMILY PLANNING EDUCATION

In the invitations given by World Education to the various countries to participate in the workshop on literacy and family planning was the implicit understanding that the purpose of the workshop was to promote such discussion and such background help that each country team, at the termination of the workshop, would submit to World Education, a tentative proposal for a demonstration project. It was recognized from the outset that no country team was in a position to speak officially for its government or its organisation in making any hard and fast commitments for any programme. What the teams were asked to do was to attempt to assess realistically the present situation in their own countries as regards literacy and family planning education, and to formulate, as well as they were able, within the limitations of time and resources within each group, some tentative plan for the development of a bona-fide pilot project, to be later submitted to the proper authorities for approval. Details of the project would have to be worked out in conjunction with such authorities.

Accordingly, the participants spent a considerable amount of time during the course of the workshop as country teams, discussing the current status of literacy and family planning education in their own country and in formulating a possible plan of action for combining the two programmes. Each team had the continuing services of at least one resource person in the workshop who was always available to give what assistance he could with discussion, clarification of specific points, and the formulation of statements.

Available on demand were the entire staff of the workshop. Also available to the teams were the deliberations of the functional workgroups which formulated help in the five areas of 1) preparation of materials, 2) the training of teachers, 3) the use of mass media, 4) the processes of evaluation and, 5) the integration of specialized medical knowledge into the programmes.

Two models helped to guide the teams in their formulation of a tentative proposal: the description of the hypothetical country of Tippiat (see Appendix IV) and a skeleton outline which presented the main points to be included in a well organized presentation (see Appendix III).

Two of the proposals which were completed early were reproduced in full

and given to all members of the workshop for analysis. These were the proposals made by the Philippine Rural Reconstruction Movement team and the Thai team. The entire workshop was divided into working committees to study these two documents, to analyze, and to raise pertinent questions regarding the plan of action which had been devised in terms of the existing conditions described for the country. Plenary sessions of the workshop were then devoted to consideration of the questions raised about the projects, and to the possible ways of answering these questions. This exercise served to help those teams who were still in process of formulating their own pilot programmes.

At the termination of the workshop, Mr. Keehn and Dr. Hunsaker of World Education met individually with each country team to discuss with each the possible next steps for proper authorization and the preparation of a final draft for a pilot project which might be carried out within the country.

Three kinds of follow-up were offered by World Education to be made available on demand for the preparation, initiation, and execution of these proposed demonstration projects: first, limited financial support; second, the consultant services of Dr. Herbert Hunsaker, the regional representative of World Education, Inc.; and third, the services of special consultants for limited periods of time.

At the close of the workshop, each of the six country teams submitted a tentative proposal for a demonstration project. Following the models given to them, each team presented for its nation an overview of the present situation regarding family planning/literacy programmes and the agencies responsible for carrying them out. These descriptions included statistics on the degree of illiteracy and rate of population growth in the country. (These were alike in that they all presented an alarming picture). Policies of government, legislation concerning family planning particularly, and the programmes already in operation, both for literacy and family planning, with the agencies, both governmental and voluntary, responsible for implementing them, were set down in some detail. Because of the length of these descriptions and because much of the material they contained has been incorporated into other sections of this report, they have been completely deleted from the present discussion. Only that part dealing with the actual pilot proposal is included in this section, and it has been necessary, in the interest of conserving space, to edit and to delete some parts, even of this presentation. No attempt has been made to fit the proposals into a uniform mould or pattern. They are reproduced as formulated by each country team.*

*It is regretted if violence has been done to a meaningful reading of the project proposals by this shortening and editing of the complete reports. Those desiring copies of the entire statement made by an individual country should write to Dr. Herbert Hunsaker, Literacy House, Lucknow-5, India.

Afghanistan

In terms of staff needed, the following positions must be filled:

Professional Grade Staff

- 1 A director to head research and evaluation on the adult education side.
- 1 Assistant to above.
- 1 A director to head the health education side.
- 1 Assistant to above.

Middle Grade Staff

Eight local staff on the education side to assist with the writing and production of materials and to train others. Three local staff on the health side for similar duties.

Junior Staff

- 2 Typists
- 2 Full-time translators
- 2 Artists
- 1 Audio-Visual mechanic

Project Analysis and Evaluation

Simple basic demographic information will be obtained for the areas where the first phase of the pilot project is proposed. These data will be collected from the Ministry of Education and Family Guidance Association, and if further information is needed, such data will be collected by assigned evaluators prior to the initiation of the project. At the same time the evaluators will also conduct a very simple survey of the target population in the project areas to determine knowledge, attitude and practices of family life. The target population will be composed of low parity women who are young with a high parity potential and young men who have just married.

As the project progresses, similar information will occasionally be collected and used as a means to measure the effects of the training programme. Continuous project analysis will also be carried out on such factors as: adequacy of budget, timely allocation of budget, continuity of trained staff, logistic support, administrative procedures, training materials and participation of responsible organisations/agencies.

The objective of this activity is to provide some assurance that the project's training programme is progressing in a desirable direction, to make necessary changes in the above activities, and to determine the degree of the project's success. Evaluation of project activities will be performed before, during, and after completion of the programme.

There are no available trained personnel to carry out the task of project analysis and evaluation. It is anticipated that two people will have to be trained, with previous training in functional literacy and health education. The need for one consultant in the initial stages of the programme is requested. See staff development for additional details.

Expansion Phase

Three phases of expansion are planned.

First Phase:

The Ministry of Education and the Ministry of Agriculture and Irrigation are currently conducting functional literacy pilot projects in the Koh-i-Daman and Baghlan areas. These two projects are assisted by Unesco, FAO and SIDA. The Ministry of Health will be invited to participate also.

Aspects of family guidance will be inserted into the primer, if possible, which is presently in the development stage. Additional family guidance reading materials will be prepared as supplemental information.

Family guidance concepts will also be introduced into the teacher training curriculum under the auspices of the Ministry of Education.

Second Phase:

The Ministry of Education now has an on-going radio broadcast programme as a pilot project in adult education. Unesco is presently offering assistance to the project. Radio scripts on concepts of family guidance will be introduced into the radio broadcasting programme.

Third Phase:

Support will be provided by the Ministry of Education and Ministry of Health with family guidance training materials, prepared in phase one above, to the Women's Society. This is a private organization engaged in functional

literacy for women. This organisation will also be encouraged and assisted, if appropriate, with expansion into provincial cities.

Once the first phase is implemented, it is anticipated that phases two and three will be carried out within a two year period. The necessary resources for phases two and three will probably be small and determined largely by the degree of success established in the first phase. When phases one, two and three show a good degree of success and merit, the family guidance concepts will be introduced into other appropriate areas of education programmes but a discussion of this is beyond the scope of this proposal.

Clearances and Approvals

The project proposal will be simultaneously presented to appropriate officials in the Ministry of Education and the Ministry of Health. The Planning Department in the Ministry of Education will make the first review and forward the proposal to its Minister, whereas in the Ministry of Health, the Deputy Minister will make the necessary review for forwarding to the Minister of Health. The respective ministers, upon completion of discussion and finalization of the proposal, will then forward the proposed document to the High Council for adoption, approval, and establishment of policy guidelines.

No problems are anticipated but length of time may be a crucial factor as a baby is born each $1\frac{1}{2}$ seconds in the world!

India : Literacy House

This proposal is based on the premise that Literacy House has had sufficient experience in literacy/family planning activities to initiate and to carry through, with the cooperation of other agencies, a demonstration project.

Basic Assumptions:

- (a) The project recognises two major groups in the target population: literates and illiterates.
- (b) The family planning programme is to be interwoven around on-going literacy activities in an integrated manner and not merely tagged on.
- (c) Literacy helps people broaden their outlook and develop their faculty of critical thinking.

Objectives of the Literacy/Family Planning Education Project

General Objectives

- (a) Introduce population/family planning education concepts into the on-going literacy programmes in order to broaden the scope of the on-going functional literacy and family planning programme.

- (b) Develop through information techniques, education and training, reinforced by research and experimentation, family planning programmes, both for the adults who have had, and those who have not had, previous school education.
- (c) Develop a model literacy/family planning education project for adoption on a large scale.

Specific Objectives

- (a) Prepare, produce and test literacy primers, readers, guides, manuals and other teaching materials for workers incorporating population and family planning information in an integrated manner to use these materials effectively in teaching.
- (b) Prepare, produce, and test prototype instructional materials incorporating population and family planning information for out-of-school, rural, new literate adults.
- (c) Test and assess the impact of these materials on learners and teachers, and in light of these findings incorporate revisions and adopt them for more widespread use.
- (d) Assess changes in attitude and behaviour of both the students and teachers during the project period with reference to population and family planning information.
- (e) Expand the literacy/family planning education programme to a wider coverage.

Organization

(a) Advisory Committee

There shall be an autonomous advisory committee, composed of representatives from institutions such as local universities (educationist, demographer, psychologist, sociologist); Christian Medical Association of India (Family Planning Project); Departments of Family Planning, Health and Education; and other appropriate consultants and resource persons. This committee will meet as and when necessary to lay down broad objectives, general policy and review the progress of the project. The head of the institution of the agency sponsoring the project will act as chairman of the committee and project director.

(b) Programme Committee

It will be comprised of one representative from each of the major fields of the project; namely, materials production, training, research and

evaluation; supervisors, and short term consultants. The committee will meet frequently for reviewing the progress and execution of the decisions taken by the advisory committee. The project director will act as chairman of this committee.

Programme and Activities

- (a) Staff development.
Designing of syllabi and training of teachers, supervisors, evaluators, writers and other project staff.
- (b) Materials production and testing.
Prepare, produce and test literacy primer, readers, guides, manuals and other teaching materials for students, teachers and workers, incorporating population and family planning information in an integrated manner.
- (c) Initiation and try-out of literacy/family planning education programmes as per details given in the experiment design.
- (d) Research and built-in evaluation.
Development of a research design, tools of assessment, collection of data, tabulation, analysis and reporting.

Cooperating Agencies

Efforts will be made to seek technical and financial assistance from organisations such as USAID, World Education, UNDP, Ford Foundation; Ministries of Health and Family Planning and Education; Family Planning Association of India, Christian Medical Association of India; World Assembly of Youth and other voluntary agencies working in this field.

Consultant Services

Services of short-term consultants and resource persons will be requisitioned as per requirements of the project from time to time. The major areas in which such services will be required include: research and evaluation, material production, teacher training, visual aids and a project specialist.

Essential Requirements for the Project

1. It should be stressed that the project will be innovative and experimental in nature. New methods, primer and other materials will be developed and tested.
2. The programme staff should have a degree of autonomy so that the production of materials and other activities might be innovative, emphasizing fresh approaches and new materials.

3. Within each of the major areas of specialization; i.e., production of materials, training, evaluation, etc. outside resource persons within and beyond India should support the agency's staff.

Iran

The Objective of the Family Planning Unit of the Ministry of Health is aimed at "securing the physical, mental, social, and economic welfare of the family" by providing parents with the knowledge and means of voluntarily limiting the size of their families for better health and living conditions. To this end, a vast task force of health personnel, social workers, revolutionary and voluntary persons are being trained in family planning methods and sent throughout the country to inform people and to supply them with free contraceptives.

Organization and Administration

The Family Planning Unit has been made an integral part of the Ministry of Health for administration, development, and provision of services. Policies and guidelines for the development, maintenance, and supervision of services are given by the Population Council under the direction of an Under Secretary of State. The Ministry of Health is empowered by Government to make maximum use of all resources in carrying out a family planning programme on a nation-wide scale. To this end the Ministry of Family Planning Unit has established a Co-ordinating Committee of representatives from agencies who can promote and implement family planning through universities, Revolutionary Corps, armed forces, Agents of Agricultural Economy, Societies for the Protection of Mothers and Infants, the Imperial Society, the Women's Association, and the Social Insurance Organization.

Phase one of a pilot project will be the organization and integration with existing organizations in an effort to reach and motivate the public to accept the concepts of family planning. *Phase two* will focus attention on the fertility planning method that meets their needs.

Needed resources available being used and developed for expanded use are: the universities' statistical, demographic, sociological and psychological departments; medical schools; the different departments of the School of Public Health; nursing and mid-wifery schools; teacher training institutions and schools of social work.

Long Range Training Plans should be made for upgrading staff at these training institutions so that some will go for training each year until a competent staff has been developed in each of the above institutions in demography, family planning, and literacy work.

Additional Resources Needed

Fifteen fellowships per year for study abroad for staff who will be trained for specific jobs in training institutions and posted to these institutions after training.

Project Analysis and Evaluation

Project analysis and evaluation is a vital part of the programme. It is necessary to analyze plans, methods, materials, knowledge, attitudes and practices in order to develop a programme that meets the country's needs and to measure accomplishments.

As the programme develops more and more emphasis must be given to research and evaluation. This is an area where research and evaluation advisers can assist in designing and in the conduct of studies.

Expansion Phase

The family planning unit is expanding rapidly through all agencies and services in the country in an effort to motivate the concept of a small family, to recognise the health and economic benefits, and to adopt a family planning method. Also the work oriented adult literacy pilot project is developing and expanding in order to provide capable literate workers who will raise the economic level of the individual and the country.

Technical assistance will be requested from the World Adult Literacy Centre (UNEACO Regional Centre) in Teheran.

Specialists are available from many disciplines through various resources. These resources will be utilized when needed. Recognised sources now being used effectively are:

Unesco
Population Council
Ford Foundation
World Education
USAID
World Bank

Other sources are third country training facilities such as those available in India.

Clearance and Approval Required to Implement the Project

Planning government programmes is a responsibility of the Planning Division through the Family Planning Council. These plans are carried out by the Ministry of Health in collaboration with other government agencies, universities and organizations. Budget proposals are made at lower levels and approved by the Planning Division.

The Iranian Government recognises the importance of population control and provides adequate funds for the development of the programme. In 1969 200,000,000 tonks (£27,000,000) was allocated for a four year plan.

Philippines: Department of Education

The project envisions to train the Adult and Community Education Teacher- Coordinators to teach family planning to neo-literates and other Filipino adults who are by and large fourth grade dropouts, potentials for reversals to illiteracy. Each participant shall inject a thirty-hour (30) exposure of the adults to family planning concepts and practices either as a course in itself or integrate them into an on-going continuing education course. The multiplier effect of about three-hundred fifty trained adult educators on family planning per semester hopefully would catch the potential and productive parents. The educators aim to motivate and create the need for action to adopt any family planning methods of their choice.

A concomittant training in the preparation of neo-literacy materials on family planning would also equip teachers with the skills in using these materials as teaching aids. Each participant would be given an experience in writing supplementary reading materials, script writing for local dramas, poster making, illustrations, and the kinds of teaching aids in family planning.

A handbook for adult teaching in family planning will be developed to give a fairly standardized frame of reference for adult teachers. Special attention shall be given to a bi-lingual handbook, English and Pilipino, the national language. The development of the text in Pilipino shall be in cooperative consultation with the Institute of National Language, Department of Education.

Evaluation of the project at any stage would be shared with a government institution, engaged in research and study on population, the Population Institute of the University of the Philippines or any other entity engaged in population research outside the Department of Education.

Testing and evaluating of produced materials shall be the responsibility of the Adult and Community Education Divisions, Bureau of Public Schools.

Organization and Administration

The Director of Public Schools shall be the project director. A ranking or senior staff member of the Bureau of Public Schools, preferably from the Adult and Community Education Division directly responsible to the project director, shall be assigned to coordinate both the training programme and the production of materials. Four supervisors from the field or different General Office promotional divisions shall be detailed to the project. Such supervisors should be those with backgrounds in family planning.

The above-mentioned staff shall be responsible for the administration and supervision of the project. It will also be responsible for the liaison work to tap existing resources with the public or private sector. Periodic reports, project progress and evaluation, and other administrative support for the project shall be designed and provided for.

The existing units within the adult and community education division shall be availed of in such services as the testing and evaluation of materials, training of the adult educators, collecting of field reports, etc.

Outside consultant service on the writing of materials and the preparation of audio-visual aids may be needed.

Materials Production and Testing

The detailed supervisor who will be assigned to take charge of this activity shall coordinate and do liaison work with the unit existing in the adult and community education division. The material produced at the workshop training of the adult and community education teacher-coordinators shall be the supervisors' responsibility.

In the first year of operation, the teaching materials and a teachers' manual on the teaching of family planning shall be developed. The course guide for training of trainers shall have been developed by the staff before the training schedule starts.

The second and third year of operation shall be the testing, revising and development of other supplementary reading materials as a support and follow-up for neo-literates or semi-literates. These may be in the form of comics, scripts for lantern slides, radio scripts, flip charts, up-dated flannel board charts, graphs and other illustrative materials. A film documentary on Philippine family planning accomplishments and techniques on the educational aspects should be feasible by this time. Other documentary or educational films on family planning and related fields may be requested through the existing audio-visual services of the

Bureau of Public Schools. The printing and publication of approved materials may be requested from the IEC Unit of USAID mission.

Staff Development

The Adult and Community Education Division of the Bureau of Public Schools, Department of Education, proposes to launch a crash programme of training adult teacher-coordinators in Literacy Population/Family Planning programme and in the preparation of supplementary reading materials as follow-up material. A three-week course in each of the ten pilot school centres in the island is envisioned to train 350 teacher coordinators in 3 years time. Before the training in the pilot centres could be effected, however, a team training will first be organized and conducted by staff trainers. It is envisioned in this team training that each pilot centre will send four delegates which is composed of teaching personnel in adult literacy, in curriculum writing, in health education and in evaluation. The delegates will in turn conduct three week echo seminars for adult teacher-coordinators in their respective pilot centres.

The staff trainers will be composed of the Director of Public Schools as the project director, the coordinator of the training programmes, one specialist in adult teaching methods, one specialist in writing instructional and follow-up materials, one specialist in health education and one specialist in evaluation.

Project Analysis and Evaluation

The overall project analysis and evaluation shall be given over to the Population Institute of the University of the Philippines or other entities engaged in research on population matters outside of the Department of Education.

Base line data shall be gathered from participants in the programme by the supervisor detailed to the project during the first year of operation. The design and interpretation of the results of the study shall be left to the coordinating agency in research and evaluation.

A Ford Foundation grant on a research study in the behavioural aspect of the programme may be needed for a follow-up programme-design existing in the present set-up of the Bureau of Public Schools and other participating agencies.

Professional, Consultation and Technical Aid Needed

First Year

- (a) One consultant on writing, teaching and reading materials.

- (b) Coordinator to observe countries with family planning education.
- (c) Artist-illustrator for materials production in family planning for literacy education.

Second Year

- (a) Continue consultant on material production.
- (b) Two supervisory staff members on literacy/population/family planning.
- (c) Materials production resources in IEC unit-USAID, Philippines.

Third Year

Two supervisory staff members on literacy/population/family planning.

Several of the staff needed will be sent abroad for study. All travel and observation grants shall be obtained through Ford Foundation, and outside consultant service through World Education, Inc.

Expansion Phase

On the service or clinical side of the programme, the involvement of the school clinics for family planning services may be explored. School physicians have had training in family planning but the current programme on school health services has had no provisions for such services.

Other resources needed are equipment and supplies for family planning for school clinics in each participating pilot centre. These should be able to render service then, firstly to the school teachers themselves and parents within their school communities.

Authorizations for such inclusion of services not only for child health but for adult health needs shall be secured from the Secretary of Education or a revision of the existing agreement between the Department of Health and the Department of Education on their coordinative services in community health.

After the third year and if funds are available, about 1,500 teacher coordinators still remain to be trained. These ACE-TC which could be served by the remaining 15 BPS ICA-NEC pilot centres will be trained in conducting Literacy Population/Family Planning Education and in the preparation of supplementary reading and follow-up materials in the same pattern of training as the previous phase. By the end of the fifth year, practically all adult teacher coordinators in the country shall have had training in conducting Family Planning courses. Conceivably a trained corps of about 2,000 Adult and Community Education Teacher-Coordinators spread all over the country may be the crucial factor to

trigger action among the ten million in the 15-35 age bracket to make them adopt family planning as a way of life.

Clearances and Approvals

The projects proposal shall be submitted by the Director of Public Schools and to the Secretary of Education for endorsement to the National Economic Council.

Philippine Rural Reconstruction Movement

General Objectives

To introduce population/family planning education concepts into the on-going literacy programme in order to broaden the scope of the on-going functional literacy and family planning programme of PRRM and to make it more applicable to the needs of the rural people.

Specific Objectives

- (a) Preparation and production of teaching material designed to interest and increase the awareness of the out-of-school youth and young adults of the role and importance of family planning in their personal lives and in the larger community.
- (b) Preparation of literacy primers, guides and manuals for teachers and for training teachers to use these materials effectively in their classrooms.
- (c) Systematically testing and assessing the impact of these materials on students and teachers, and in the light of revisions and adapting them for more widespread use.
- (d) To determine changes in attitude and behaviour of both students and teachers over a specific period of time, say 1 to 4 years.
- (e) To expand the experimental programme to wider coverage, and to strengthen other development programmes so as to help the barrio people attain improved health, enriched lives, better income and effective self-government.

Procedure/Methodology

- (a) Organization of staff, office and furniture and equipment.
- (b) Selection of barrios for the proposed pilot/demonstration project.

- (c) Selection of candidates for training as auxiliary literacy and family planning teachers.
- (d) Organization and operation of literacy and population, family planning education classes in the barrios.
- (e) Preparation and production of materials for teaching training including audio-visual aids and arts.
- (f) Programme analysis, evaluation and research.
- (g) Reporting; semi-annually and annually and after special reports.
- (h) Phasing out or termination of the project at the end of the fourth year.

Programme Analysis, Evaluation & Research

The guidelines to take, in order to improve the project and its operation are:

- (a) A good project description which clearly specifies objectives and goals.
- (b) Decision on the kinds of data needed to indicate project results and how these data are to be obtained.
- (c) Collection of the desired data.
- (d) Analysis and interpretation of findings, review of findings and interpretation with the various interested parties.

(Programme analysis and evaluation is a continuing process and should not suffer any let up. As evaluation of the project takes place in all stages, namely, preplanning, planning, implementation, and phasing out stage, the job should be entrusted to expert technicians who can provide the administrators the much needed scientific advice aimed at improving and accelerating the development and growth of the project).

Reporting

The periodic reporting should be done semi-annually and annually, although special reports may be made of the project from time to time. The reports should essentially contain the actual operations being carried out because actual operations in many cases differ widely from the original plan, a report of the physical conditions, the personnel involved, the experts or consultants' activities and the assessment or appraisal of the whole operation. The report, therefore, should contain the narrative description of activities and accomplishments, statistical information and financial statements to portray costs and expenditures.

The original reports should be sent to the sponsoring agency or institution and file copies should be retained by the proponent.

Programme and Schedule of Activities

<i>Phases</i>	<i>Duration in months</i>			
	1970-71	1971-72	1972-73	1973-74
Organization of staff	$\frac{1}{2}$			
Selection of barrios	$\frac{1}{2}$			
Selection of auxiliary trainers and training staff	1	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$
Literacy, population/family-planning education classes in 8 barrios				
Production of teaching/training materials	10	$11\frac{1}{2}$	$11\frac{1}{2}$	$9\frac{1}{2}$
Programme analysis and evaluation				
Reporting				
Phasing out/termination				2
	12	12	12	12

Remarks: 64 literacy and population/family planning education classes will be conducted in a four year period, 8 every 6 months, two of which will be in control areas, that is with no maternal child care and literacy activities. Each class will have from 20 to 25 pupils and will last for 180 hours during a 4-month period.

Curriculum

Curriculum on literacy for the training of literacy teachers:

- (a) Characteristics of adult learners;
- (b) Techniques in identifying illiterates;
- (c) How to motivate the illiterates;
- (d) Steps in the organization of a literacy class;

- (e) How to sustain the interest of students;
- (f) Syllabic method of literacy teaching;
- (g) Problems encountered in teaching;
- (h) Teaching of four fundamental operations of arithmetic.

Curriculum on Health Education:

A. Basic Health Education:

1. Care of mothers and children;
2. Hygiene and environmental sanitation:
 - (a) Safe water;
 - (b) Waste disposal;
 - (c) Handling of food;
 - (d) House Keeping;
 - (e) Garbage and waste disposal.
3. Nutrition-basic six food groups.
4. Nature of common diseases:
 - (a) Nature of spread;
 - (b) Control;
 - (c) Precaution;
 - (d) Immunization.
5. Common communicable diseases:
 - (a) Signs and symptoms;
 - (b) Remedial measures.
6. Common emergency measures (First aid).

B. Family Planning Education:

- (a) The needs for family planning;
- (b) Benefits of family planning;
- (c) Anatomy and physiology of the reproductive system;
- (d) Sex education;
- (e) Methods of family planning;
- (f) Planning for the future.

Phasing out or Termination of the Project

This project is planned for a duration of four years starting from the date of implementation unless otherwise extended by mutual agreement between the PRRM and World Education. The conditions of phasing out or termination of the project should be clearly defined and included in the terms of agreement between the proponent and the sponsor. Said terms are, (1) absorption of the project by PRRM and, (2) the adoption of the project by other agencies who can finance the continuance of the project, either government or private.

Thailand

As a part of the regular course of study for adult education classes which is prescribed by the Ministry of Education, an attempt is being made to include areas of study which are applicable to the needs of the people. The concepts of family planning may well be integrated into the on-going programme. This will require the use of reading materials, audio-visual aids, training of teachers, who will be given special attention for retraining and upgrading.

Objectives of the Project

1. *General Objective*

To introduce family planning concepts into the existing adult education programmes.

2. *Specific Objectives*

- (a) To educate 200,000 adults through literacy/family planning programmes by 1976.
- (b) To develop appropriate primers, texts, reading materials, audio-visual aids and other materials necessary.
- (c) To emphasise family life education in the following areas: earning a living, budgeting, family welfare, maternal and child health, nutrition and other fields of health education appropriate to the needs of the area, community education and civic responsibility.
- (d) To organize and implement a pilot project for 40 classes in two provinces (changwats).
- (e) To train teachers, supervisors and administrators who will work in the programme.

Organization and Administration

- (a) The pilot programme will be administered through regular channels of the Ministry of Education. The Director General of the Department of Elementary and Adult Education will be the director and the Chief of the Adult Education Division will be the deputy director of the programme.
- (b) An advisory committee will be organised, representatives of ministries and private organizations and agencies concerned should be on the committee: such as, the ministries of public health, education, interior, agriculture, Mahidol University, Planned Parent Association of Thailand, Unesco, USOM, etc.
- (c) Education officers of up-country provinces will act as site directors for the programme. The adult education supervisors of the provinces concerned will supervise and act as site secretaries.
- (d) A full time project coordinator will be appointed. He will coordinate efforts between all parties concerned.

Phasing

May 1970	—Submit proposal to the Council of Ministers.
June 1970	—Set up advisory committee. Remodel a central office for new staff.
June-July 1970	—Recruit and appoint needed personnel. Research baseline data and lay groundwork in two selected provinces. Begin preparation of curriculum, texts, reading and teaching materials.
December 1970	—Texts, reading and teaching materials completed for review.
January-February 1971	—Select personnel for training.
March-April 1971	—Inservice training for teachers (80) and supervisors and administrators (10).
July 1971	—Classes begin in two provinces.
November 1971	—Classes begun July complete first level.
December 1971	—Evaluation of pilot phase and preparation for expansion phase.

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| March 1972 | —Three days' evaluation seminar for the experienced adult literacy teachers, supervisors and administrators. |
| April 1972 | —Ten days' in-service training for newly selected adult literacy teachers, supervisors and administrators for expanded programme. |
| July 1972 | —Open new classes in selected schools. |

Further phasing will be based on past experience.

Expansion of Programme

It is hoped that adult literacy education, with emphasis on family planning, will be extended to all adult literacy classes and will be included in all continuation education levels.

Materials Production and Testing

A group of writers for programmed texts will be appointed to work on curriculum, text books, supplementary readers, teacher manuals, charts, filmstrips, movies and other teaching aids. This group will include:

1. One or two experts in writing programmed texts.
2. Three supervisors.
3. One or two adult education teachers.
4. The authors of texts now being used.
5. Two graphic arts technicians.
6. Writers and producers for audio-visual aids.
7. A secretary-typist.

In addition, consultants will be made available from the following areas: agriculture, health and family planning, economics, and evaluation.

Needed Resources Probably Available

1. The project coordinator will be acquired from the Department of Elementary and Adult Education. The position will be established and funded through the regular budget beginning in FY 1972.

2. Writers and subject matter experts will be provided by the Ministry of Education, the Ministry of Public Health and Mahidol University.

3. The Department of Elementary and Adult Education will provide facilities and personnel as needed for regular correspondence, typing and transportation, etc.

Turkey

At the present time we do not have a coordinated literacy and adult education programme related to family planning. However, in recent months there have been discussions among the various ministries towards a coordinated programme for adult literacy and family planning.

Our present programme consists of intensive training and family planning for medical and paramedical personnel, mobile team activities and mass-media.

The objectives of the project will be to incorporate the concept of family planning into the adult education programme and expand these activities according to needs and available resources.

We propose the establishment of a committee representing the various ministries, various universities and voluntary associations. Phasing, available and additional resources needed depend on the results of the discussions among the ministries and their decisions on the scope and size of the project.

Although there is considerable material presently available, it is necessary to revise these materials to meet the objectives of adult education and family planning.

Staff development will depend on the specific target selected for the pilot project, through the presently available facilities and the level of competence of personnel. Undoubtedly additional training will have to be provided to meet the new objectives of the programme.

It is assumed that there will be a continuous analysis and evaluation of the project at various stages of development with adequate flexibility for changes in direction as needed.

Expansion of the programme will depend on the results of the pilot project.

All further action will have to await decisions and approvals on the part of the government agencies involved.

If the proposals are accepted by the government, it is likely there will be some funds available to support the pilot activity.

SECTION VI

SPECIAL ACTIVITIES OF THE WORKSHOP

As will be noted from the programme in Appendix I, several days of workshop time were spent in Lucknow, carrying out activities planned by Literacy House. Literacy House, located in Lucknow, in the state of Uttar Pradesh, which has a very high rate of illiteracy, is a pioneering institution carrying on many types of programmes involving literacy and family planning. Because of the experience it has had in these two fields, it was felt that it would be of definite advantage to the participants of the workshop to see the set up and to visit some of the activities being conducted by this voluntary institution. The visit there included a tour of the campus, inspection of the Family Life Centre, visits to literacy classes in villages; two puppet shows in family planning written and produced by Bil Baird (one in Hindi presented to a typical village audience); visits to a family life centre in a village; visit to the Young Farmers Institute, which has facilities for work-oriented literacy classes involving agriculture.

In addition to these visits involving the various activities of Literacy House, the group went to a regional Family Planning Training Centre in Lucknow and Bil Baird conducted a discussion session with them on the uses of puppetry in literacy/family planning education, in which he explained the psychological impact of puppetry on illiterate audiences and also went into the practical details of writing suitable materials, constructing puppets, and puppet stages; training puppeteers and other related matters.*

The puppet show undoubtedly has unique advantages as a medium for social education. It can be shown in an area where there is no electricity, and at a moment's notice. Furthermore, "Puppets have no ego, so that they can get away with things which, if they were said by a human being, would cause offence. This is especially important with a subject as delicate as family planning", Mr. Baird said. Most important, a puppet show, unlike a film or a written pamphlet, is flexible. It can be easily changed and tailored to local conditions, customs and attitudes.

The play which the participants of the workshop saw is a new one which Mr. Baird had written specifically for presentation to the workshop.

*All of these topics are dealt with in a pamphlet by Bil Baird "Puppets and Family Planning Education", distributed by World Education, Inc. 667 Madison Avenue, New York City, New York USA.

There was some question as to how the play would be received in India. One troupe of Literacy House puppeteers had been driven out of a village earlier in the year by irate villagers who objected to an innocuous play on the advantages of family planning. Mr. Baird's new play, which offers a choice of five endings, depending on the family planning method most suitable to a given locality, is quite specific. It is designed, however, to be presented only after some advance planning has been done to learn local problems and to enlist the support of local family planning workers, doctors, and—if possible—midwives. A family planning worker is also present when the play is produced to answer questions raised.

Whether the advance planning did the trick, or whether the psychological climate of the village had changed in the meantime, the new play was received without opposition, and perhaps with some enthusiasm, although no attempt was made at evaluation of its effect. Unfortunately, because of limits of time, no family planning expert was available to answer questions from the village audience following the play.

Participants were asked to evaluate the various types of experiences they had during the visit to Literacy House* and Lucknow. Their reactions are included in Appendix VII.

*A pamphlet describing in detail the activities of Literacy House *Report to the US Agency for International Development on the activities of Literacy House, Lucknow, India* is available on request by Literacy House, Kanpur Road, Lucknow 5, India.

SECTION VII

BRIEF SUMMARY

The stated objectives for conducting this workshop were as follows:

1. To share experiences in preparing, producing and using teaching and reading materials;
2. To explore common objectives and needs which might serve as a basis for joint planning and pooling of resources;
3. To assist each participating country in designing and planning a demonstration and/or experimental project for developing materials and introducing population/family planning information and concepts into adult literacy programmes and family planning education programmes;
4. To assist World Education in identifying the kinds of technical assistance and supporting services which may be needed and effectively used in achieving the objectives of each country.

The degree to which these objectives were met and other results obtained were evaluated by members of the workshop at its conclusion and are to be found in Appendix VII.

The real measure of the attainment of these objectives must be found in what develops as a follow-up of the workshop. Certainly it was not designed to be an academic experience only, for imparting certain information or skills, but as the prelude to action programmes in the countries represented, and as a kind of proto-type training exercise for organizing and conducting similar workshops on other continents. Only further experimentations and developments can establish the certainty that these objectives are the proper ones for workshops attempting to find ways of linking literacy/family planning/population education and to what extent they can be realized through the programmes adopted.

Perhaps there were values attained which were not major, but incidental results. Certainly there was good interaction within country groups and among the country groups represented. The interdisciplinary nature of backgrounds of participants and the topics discussed were extremely useful in creating a broad outlook. Participants learned that their problems were by no means unique and that international cooperation was possible and feasible in attacking

these problems; that while each country had to work within its own cultural setting, there were certain universals in the preparation of materials and the development of methods.

The workshop method was demonstrated in a manner which all the participants might follow in setting up similar groups within the countries. Many of them enjoyed positions of leadership within the working groups which gave them training for subsequent roles within their own countries.

While none of the demonstration projects which were submitted can be called finished projects which might be immediately transformed into action, preparing these projects was an excellent experience in learning to follow a precise pattern for the later formulation of projects which might be partially funded and given other aid through World Education or other agencies.

The functional workgroups, even though too little time could be allotted to them, made excellent explorations into the problems which need further study if adequate teaching materials are to be prepared, good teachers trained, effective means of mass communication developed, and good methods of evaluation applied to projects in family planning/literacy education.

Should World Education, in the future plan other workshops of a similar nature, careful consideration should be given to the participants' recommendations for such workshops which are to be found in Section III question 40 of this report.

This workshop held in New Delhi for representatives from seven nations to explore the possibilities of combining literacy/family planning/population education was a pioneering effort. Because both population education and literacy are such vital factors in the welfare of all developing countries, if even a small step forward by setting up feasible projects for combining the two can be worked out as pilots for the countries concerned, it will be a step forward. It is hoped that the experiences gained here can ultimately be of benefit to other areas of the world, equally in need of such help.

APPENDIX I

PROGRAMME OF THE WORKSHOP

DAILY PROGRAMME

SATURDAY 18 APRIL 1970

9:00 A.M. Registration of participants
10:30 A.M. Coffee Break

Opening General Session

Chairman: Mr. Thomas Keehn*

11:00 A.M.	Welcome Address	Mrs. Welthy H. Fisher
	Greetings	Mr. J. C. Mathur
	Family Planning in India	Dr. S. Chandrasekhar
	The Role of the Family Planning Association of India	Mrs. Avabai Wadia
1:00 P.M.	Lunch	

*Titles and organization identification are included in the roster in the appendix.

Afternoon General Session

3:00 P.M.	The Role of Education in Population/ Family Planning	Dr. V. K. R. V. Rao
4:15 P.M.	Tea Break	
6:30 P.M.	Reception	Literacy Information Centre
8:00 P.M.	Dinner	

SUNDAY 19 APRIL 1970

Chairman: Mr. Thomas Keehn

8:30 A.M.	Purposes, Methods and Organization of Workshop	Dr. Herbert C. Hunsaker Dr. Jack Mezirow
10:30 A.M.	Coffee Break	

10:45 A.M.	Reports of Significant Programmes in Literacy/Population/Family Planning Education:	
	Afghanistan	
	Iran	
	Nepal	
	Philippines	
	Thailand	
	Turkey	
	India	
12:30 P.M.	Population/Family Planning Education in India	Dr. K. N. Kashyap
12:45 P.M.	Literacy Education in India	Dr. S. N. Saraf
1:00 P.M.	Lunch	
3:00 P.M.	Country Reports Continued	
7:30 P.M.	Dinner	

MONDAY 20 APRIL 1970

Chairman: Dr. Hunsaker

8:30 A.M.	Design and Evaluation of Demonstration Projects	Dr. James A. Draper Dr. Mezirow
10:30 A.M.	Coffee Break	
10:45 A.M.	Methods of Teaching Adults; Use of Discussion Method	Dr. Leonard Nadler
1:00 P.M.	Lunch	
3:00 P.M.	Guidelines for Workgroups	Dr. Mezirow
5:30 P.M.	Workgroups Continued	
7:30 P.M.	Dinner	

TUESDAY 21 APRIL 1970

Chairman: Dr. Mezirow

8:30 A.M.	Introducing Population/Family Planning Content into the Literacy Curriculum	Miss Grace Langley Dr. S. N. Mehrotra
10:30 A.M.	Coffee Break	
10:45 A.M.	Introducing Population/Family Planning Content through Health Education	Mrs. Frances Gulick Dr. Sarah Rao
1:00 P.M.	Lunch	

3:00 P.M.	Organize and begin Functional Workgroup Meetings	
6:00 P.M.	Family Planning Films	USAID Auditorium
8:00 P.M.	Dinner	

WEDNESDAY 22 APRIL 1970

Chairman: Dr. Mezirow

8:30 A.M.	Writing and Preparing Teaching Materials for Illiterates and New Literates	Mr. Robert Likins Dr. Marion Edman Dr. Helen Butt
10:30 A.M.	Coffee Break	
10:45 A.M.	Communication: Use of Audio-Visual Materials and Mass Media	Dr. Philip C. Lange
1:00 P.M.	Lunch	
2:00 P.M.	Country Workgroups Continued	
7:30 P.M.	Dinner	

THURSDAY 23 APRIL 1970

Chairman: Dr. Mezirow

8:30 A.M.	Reports from Country Workgroups	
10:30 A.M.	Coffee Break	
10:45 A.M.	Reports from Country Workgroups Continued	
11:45 A.M.	Planning and Conducting Teacher Training for Teaching Adults	Dr. Rao Dr. Nadler
1:00 P.M.	Lunch	
2:00 P.M.	Country Workgroups Continued	
7:30 P.M.	Dinner	

FRIDAY 24 APRIL 1970

6:00 A.M.	Depart Delhi	
7:30 A.M.	Arrive Lucknow	
8:00 A.M.	Reception at Literacy House Hostels	
8:45 A.M.	Breakfast	
10:00 A.M.	Welcome & Orientation to Literacy House	Brig. Sam Mukand

11:00 A.M.	Coffee Break	
11:30 A.M.	Tour of Literacy House Campus	
1:00 P.M.	Lunch	
4:30 P.M.	Tea Break	
5:00 P.M.	Presentation of Family Life Centre Programme	Mrs. Sheela Trivedi
7:00 P.M.	Dinner	
8:00 P.M.	Visit to Village Literacy Classes	Mr. Comfort Shaw Mr. R. S. Srivastava
9:15 P.M.	“Small Family, Happy Family”, produced in Hindi by Bil Baird and Literacy House Puppeteers.	

SATURDAY 25 APRIL 1970

6:00 A.M.	Morning Tea	
7:00 A.M.	House of Prayer	
7:30 A.M.	Breakfast	
8:30 A.M.	Visit to Village Centres	Mrs. Trivedi
11:00 A.M.	Refreshments	
11:15 A.M.	Visits to Regional Family Planning Training Centre & to PRAI	Dr. Talwar
1:30 P.M.	Lunch	
4:30 P.M.	Tea Break	
5:00 P.M.	Sightseeing and Shopping in Lucknow	
8:00 P.M.	Dinner	
9:00 P.M.	Puppet Play “Small Family, Happy Family”, produced in English	

SUNDAY 26 APRIL 1970

6:00 A.M.	Morning Tea	
7:00 A.M.	Visit Young Farmers Institute of Bijnaur Farm	Mr. R. Siddiqui
9:00 A.M.	Breakfast	
10:00 A.M.	The Role of Puppetry in Literacy Population/Family Planning Education	Mr. Bil Baird

Chairman: Dr. Mezirow

11:00 A.M.	Brainstorm Session Literacy House Staff	Brigadier S. J. Mukand Mr. R. S. Srivastava Mrs. Sheela Trivedi Mr. Anand Prakash Mr. Comfort Shaw Dr. T. R. Singh
1:30 P.M.	Lunch	
4:30 P.M.	Tea Break	
6:00 P.M.	Depart for Delhi	
9:00 P.M.	Dinner in Delhi	

MONDAY 27 APRIL 1970

Chairman: Dr. Mezirow

8:30 A.M.	Feedback and Evaluation on Workshop to date	Dr. Draper Dr. Nadler
10:30 A.M.	Coffee Break	
10:45 A.M.	The Training of Writers for Population/Family Planning Education	Mr. Likins Dr. Mehrotra
11:45 A.M.	Problem Clinic for Country Groups	
1:00 P.M.	Lunch	
3:00 P.M.	Functional Workgroups	
5:00 P.M.	Reports of Functional Workgroups	
7:30 P.M.	Dinner	

TUESDAY 28 APRIL 1970

Chairman: Dr. Mezirow

8:30 A.M.	Progress Reports from Country Workgroups	
10:30 A.M.	Coffee Break	
10:45 A.M.	Country Workgroup Sessions Continued	
1:00 P.M.	Lunch	
3:00 P.M.	Country Workgroups	
7:30 P.M.	Dinner	

WEDNESDAY 29 APRIL 1970

All day free: visit to Agra

THURSDAY 30 APRIL 1970

Chairman: Dr. Mezirow

General Session

8:30 A.M.	Final Reports from Country Workgroups	
10:30 A.M.	Coffee Break	
10:45 A.M.	Discussion on Planning Workshops	
1:00 P.M.	Lunch	
12:00 P.M.	Modern Research on Contraceptives	Dr. B. N. Branch
3:00 P.M.	Country Workgroup Reports Continued	
7:30 P.M.	Dinner	

FRIDAY 1 MAY 1970

Chairman: Dr. Hunsaker

Closing General Session

8:30 A.M.	Country Workgroup Reports Continued	
10:30 A.M.	Coffee Break	
10:45 A.M.	Planning, Operating and Evaluating Country Demonstration Projects	Dr. Roy Dr. Draper
1:00 P.M.	Lunch	
3:00 P.M.	Highlights of the Workshop	Mr. Keehn Dr. Draper Dr. Nadler
4:00 P.M.	Conferences with Country Delegations	Dr. Hunsaker Mr. Keehn
7:30 P.M.	Closing Dinner Session Master of Ceremonies	Dr. Edman

SATURDAY 2 MAY 1970

7:30 P.M.	Breakfast	
8:30 A.M.	Participants Begin Departures	

APPENDIX II

ROSTER OF ATTENDANCE

LIST OF STAFF, RESOURCE PERSONNEL AND SPEAKERS

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APPENDIX III

WORKING OUTLINE FOR PROJECT PROGRAMME

- I. Inventory of Existing Situation
 - A. Population and Family Planning
 - 1. Government Policy or Attitude on Family Planning
 - 2. Programmes and Facilities for Research & Training
 - B. Educational Programmes for Family Planning
 - 1. Literacy and Adult Education Programmes
 - 2. Present status of Family Planning Education
 - C. Resources for introducing Population/Family Planning concepts into the Literacy Education curricula. (Include private sector, international agencies, foundations and other)
- II. Proposal for Demonstration Project in Literacy & Population, Family Planning Education.
 - A. Objectives of Project
 - B. Organization & Administration
 - 1. Description & Allocation of Responsibility
 - 2. Operational Objectives
 - 3. Phasing
 - 4. Needed Resources Available
 - 5. Additional Resources Required
 - C. Materials Production & Testing (includes literacy writing, audio-visual aids, programme development of mass media, etc.)
 - 1. Description & Allocation of Responsibility
 - 2. Operational Objectives
 - 3. Phasing & Scheduling
 - 4. Needed Resources Available
 - 5. Additional Resources Required
 - D. Staff Development (includes training of project staff, teachers, etc.)
 - 1. Description & Allocation of Responsibility

2. Operational Objectives
 3. Phasing and Scheduling
 4. Needed Resources Available
 5. Additional Resources Required
- E. Project Analysis & Evaluation
1. Description & Allocation of Responsibility
 2. Operational Objectives
 3. Phasing & Scheduling
 4. Resources Available
 5. Additional Resources Required
- F. Expansion Phase
1. Description & Allocation of Responsibility
 2. Operational Objectives
 3. Phasing
 4. Resources Needed
 5. Authorizations Required
- G. Clearances & approvals required to implement project
1. Phasing and Sequence of Action Steps
 2. Anticipated Problems
- H. Projected Budget (include phasing)
1. Salaries & Benefits
 2. Supplies
 3. Equipment
 4. Training
 5. Travel & Transportation
 6. Communications
 7. Facilities
 8. Publications
 9. Other
- I. Summary of Additional Resources Required (include phasing)
- Indicate specific requirements for
1. Professional consultation & technical aid
 - a) planning, administration
 - b) materials production & testing
 - c) staff development & training
 - d) project analysis & evaluation
 - e) other

2. Supplementary materials production & testing which might be done regionally
3. Staff needs (indicate full- or part-time)
 - a) specialists available in country
 - b) staff training abroad or in country
 - c) staff training materials
4. Other budget support unavailable (indicate specific items, priorities and estimated cost)

III. Plan for securing Required Resources

Indicate potential sources of help, including government, private sector, international agencies, foundations, etc. for specific requirements. Who will contact, interpret plan and solicit cooperation? Timing?

APPENDIX IV

PROPOSED DEMONSTRATION PROJECT LITERACY AND POPULATION/FAMILY PLANNING EDUCATION GOVERNMENT OF TIPPIAT

I. INVENTORY OF EXISTING SITUATION

A. *Population and Family Planning*

Tippiat has one of the highest population growth rates in the world. The population of Tippiat as of January, 1969, was estimated to be 25 million. The population growth rate, which was about 2 percent in 1950, increased to 3.3 percent in the 1960's. If it continues at this rate, it is estimated that Tippiat's population will more than double by 1980. During this same period of time, the mortality rate dropped from 20 to 8 per thousand. This factor, combined with an increase in life expectancy from 35 years in 1937 to 55 years for men and 62 years for women in 1964-66, gives some indication of the magnitude of the population problem confronting Tippiat.

1. Government Policy on Family Planning

The Government of Tippiat has not, as yet, adopted an official policy with reference to the population problem. A national committee, however, has been appointed by the Government and is at present formulating recommendations which it is anticipated will place the Government squarely behind family planning services. The President of Tippiat voiced concern about the rapid population growth of the country as recently as 1968. Despite the lack of an official policy, the Government has embarked on a five-year project to encourage family planning under the auspices of the Ministry of Health and Welfare. USAID and the Population Council have had an active role in the development of this project.

2. Programmes and Facilities for Research & Training

Research and training in population and family planning is being carried out in several of Tippiat's universities. National University established a population research and training centre in 1965 with support from the Government and the Population Council. Famplan University, which has a long established faculty of public health, also founded a centre for population and social research in 1967. The School of Public Health is training workers in population and family planning, including physicians, sanitarians, nurses, health educators and nutritionists. Both National and Famplan universities offer instruction leading to a master's degree.

The Population and Social Research Centre at Famplan University is located in the Faculty of Public Health and the Dean of the Faculty serves as Director of the Centre. It is supported by a foundation grant and backstopped by a social science

advisor from the University of California. The Centre works closely with the Ministry of Health & Welfare and its family planning programme. It is staffed with seven full-time persons, two senior members and five research assistants. It has conducted fertility and KAP-type surveys. Plans for expansion are under discussion. The Population Research and Training Centre of National University is planning a national survey of social and demographic factors which will produce data related to family planning. Tippiat Central Hospital has also made significant contributions to family planning through its clinic, research and training activities.

Under leadership of the Ministry of Health & Welfare, family planning and health services are being expanded; physicians, nurses and midwives are being trained to provide family planning information and services. The Ministry maintains its own evaluation and research units. The Ministry evaluates the effectiveness of the family planning programme by means of regular reports from the field and annual follow-up surveys. The Medical Research Section develops clinical research within the Ministry and cooperates with research groups in the medical schools.

A new Family Planning Federation has recently been established to bring together all private voluntary and public organizations concerned with population and family planning problems. Support for family planning is being provided by a number of organizations and agencies, including the Population Council, USAID, UNICEF, IPPF and the Ford and Rockefeller Foundations. USAID assistance in fiscal year 1969 approximated one-half million dollars used to provide pharmaceuticals, vehicles and other equipment.

B. Educational Programmes for Family Planning

1. Literacy and Adult Education Programmes

About 25 percent of the Tippi population aged ten and over were estimated in 1960 to be illiterate. Of those age eighteen and over, nearly 35 percent have had no schooling and less than 2 per cent have had some secondary schooling. In view of the large number of drop-outs from the elementary grades, the number of functional illiterates is undoubtedly much higher.

Because of its concern about illiteracy in the adult population, the Ministry of Education is currently engaged in developing and expanding its literacy and adult education activities. At present there are about 20,000 out-of-school youth and adults enrolled in some 1,000 schools. In 1968 the Ministry launched a five-year pilot project in functional literacy education aimed at reducing the number of illiterates and improving the effectiveness of the literacy education programme in the country. It inaugurated this project in 1968 in 15 schools; during the current year, 100 more schools were added to the programme. It is planned to expand this programme until at least 300 schools and 8,000 adults are involved by the year 1971. At the end of this demonstration period, the Department of Adult Education hopes to incorporate foundational education concepts in all of its adult schools.

Within the Ministry of Education, the Department of Adult Education operates three units, the Bureau of Administration, the Bureau of Training and Materials and the Bureau of Research. The Bureau of Research is one year old and is staffed by three professionals, one with foreign training in educational research. There are twelve

professionals in the Bureau of Training and Materials Production, seven of whom are experienced educational administrators; the other five are more specialized in various aspects of literacy writing, materials production and audio-visual aids. There are four senior career civil servants in the Bureau of Administration, and the Department Head has a doctorate in education from a university in the United States.

The Department is responsible for both vocational and non-vocational adult education programmes as well as for literacy education. Literacy instruction is given in elementary and secondary schools during evening hours and on week-ends. Elementary school teachers supplement their salaries by teaching these adult classes. The Department determines policy and supplies teaching materials, including a syllabus, primer and materials for new literates. An officer in the Bureau of Training and Materials coordinates and to some extent supervises adult classes in each of Tippiat's seven districts. Teacher selection and class organization is done by district school officials through local school officials. Teachers submit attendance reports and other reporting is done to the district schools office which provides the Department with monthly and annual summaries. Although teachers have to date been given no special training in teaching adults nor in literacy instruction, the Department distributes manuals and other materials designed to provide teacher guidance.

USAID/Tippiat is providing some assistance and guidance in the development of the Department of Adult Education and would consider expanding its aid.

The Head of the Department of Adult Education has expressed interest in incorporating family planning education in the ongoing literacy curriculum. He feels that whatever is done should be carried out in a low-key way with emphasis on improving and expanding the content of health and family living and on introducing content related to social, economic and other aspects of population growth problems.

The Ministry of Community Development operates through a structure of 70 development blocks in Tippiat. In addition to attempting to coordinate activities of various ministries in these rural areas, the Ministry operates a staff of technical specialists in each block including a social education officer. This person conducts programmes of informal adult education with villagers, including health and family life, consumer cooperative, cottage industry and civic education. Sometimes the social education officer has been instrumental in organizing adult literacy classes and finding literate adults to teach them outside of the schools. There are generally friendly relations between the Department of Adult Education, MOE, and the Department of Social Education, MOCD, inasmuch as several key officers in each unit has served in the other in the past.

Outside of the government, a private international organization, the ACTION Foundation, is conducting some adult education classes as a part of its rural economic development activity. It is sponsoring pilot projects in five rural villages 100 kilometres north of the Capital. ACTION plans to expand its projects to ten more villages next year. The Department of Adult Education MOE has helped in the training of teachers who are participating in these projects. The Foundation has expressed the hope that family planning education may be included in this programme.

2. Present Status of Family Planning Education

Family planning education up to now has been very limited. Although some pamphlets and literature on family planning are available at health centres and clinics,

no materials have been designed to reach the general public. Plans for the use of education by mass media have been under consideration but because of the lack of an official Government policy, mass media may not be used for disseminating family planning information. As yet no systematic effort has been made to introduce population/family planning education into the curricula of formal schools or adult education agencies.

C. Resources for Literacy/Family Planning Education

Resources for implementing demonstration and expansion phases of the proposed project may be assumed available from the following sources: World Education, Inc., USAID/Tippiat, GOT/Ministry of Education and Literacy House, Lucknow, India. Until a specific proposal has been prepared by the Ministry of Education, it is not possible to detail resource needs or resource availability. In general, however it is anticipated that the following kinds of assistance may be provided by the above agencies.

World Education, Inc: technical assistance using U.S., third country or nationals as consultants and/or full-time specialists for writing, teaching and reading materials, materials production, teacher training, health education and materials, and programme analysis and evaluation; supporting services such as financing regional or country project training programmes, writing and publication of materials and project administrative services.

USAID Mission to Tippiat: part-time liaison services of one health educator and one education advisor; as project develops. USAID may become sufficiently interested to provide additional support in the form of commodities, training and/or personnel.

GOT/Ministry of Education: staff advisory assistance for operating and advisory committees; technical personnel for part-time assistance with understanding they may be paid from project funds for over-time; facilities and staff needed for correspondence, transportation and services through normal annual budget.

UNESCO and UNDP: possible training grants and support for materials production and distribution.

Literacy House, Lucknow, India: technical assistance of professional staff for workshop and training programmes conducted in India; supporting services, clerical and administrative as needed; physical plant facilities as required for housing of trainees and for training purposes; observation of literacy/family planning activities; use of all printed and audio-visual materials, especially those related to family planning education.

II. PROPOSAL FOR DEMONSTRATION PROJECT

A. Objectives of Project

General purpose of the demonstration project is the introduction of population/family planning concepts into the on-going literacy programme in order to broaden the scope of functional literacy in Tippiat and to make it more applicable to the needs of the people. Project objectives include:

1. (Preparation of) teaching materials (printed and audio-visual) designed to interest and increase the awareness of out-of-school youth and young adults of the role and importance of family planning in their personal lives and in the larger community.

2. (Preparation of) literacy primers, guides and manuals for teachers and training teachers to use these materials effectively in the classroom.
3. Systematically testing and assessing the impact of these materials on students and teachers, and, in light of these findings, revisions and adapting them for more widespread use.
4. Designing the project in such a way as to ascertain changes in attitude and behaviour of both students and teachers over a specific period of time, i.e., one to five years.
5. During the experimental demonstration period, assisting in developing the resources within the Department of Adult Education which will enable it to improve and expand this programme to all adult education classes conducted by the Ministry of Education and to make available its teaching materials and experiences to others concerned with the education of adults. Particularly agencies interested in family planning.

RESOURCES NEEDED FOR IMPLEMENTATION

(Note for Planners)

1. To achieve the above objectives it is anticipated resources will be needed for:
 - a. designing the overall project;
 - b. writing, preparing and producing printed and audio-visual teaching and reading materials;
 - c. training of teachers in methods of teaching adults and in the use of the new teaching materials;
 - d. testing and evaluating the effectiveness of these materials;
 - e. overall project analysis and evaluation to understand factors inhibiting and facilitating progress and assessing that progress.
2. The following kinds of technical assistance and services will be needed:
 - a. Professional and technical
 - (1) teacher/writer specialists, preferably with training and experience in literacy education;
 - (2) teaching methods specialists with experience in training teachers of adults;
 - (3) an evaluation specialist, preferably with experience in action research in adult and literacy education;
 - (4) a health educator, with training and experience in family planning;
 - (5) a project director, preferably with experience in adult and family planning education.

b. Supporting services

Some support will be needed in the initial demonstration phase and more substantial assistance will be required for the expansion and dissemination phase for such items as:

- (1) teacher training institutes and workshops;
- (2) publication of teaching and reading materials and audio-visual aids;
- (3) supplies, equipment and facilities;
- (4) consultant services in fields as literacy writing, teacher training, health education and programme analysis and evaluation.

APPENDIX V

PRE-CONFERENCE INFORMATION

Those invited to come to the workshop as participants were asked to fill in a pre-conference questionnaire giving certain information about themselves and what their expectations for the workshop were—a total of 28 questionnaires were returned. The information contained in them is briefly summarized below:

Of the 28 registrants who sent in pre-conference questionnaires, the majority were men with a medium age in the middle 30's. They were almost equally divided between public health and education in the organisations with which they are now affiliated. Their field of specialization again was almost exclusively (and equally divided) between health and literacy, with 2 administrators, 1 engaged in broadcasting, and 1 in research. Five held the degree of M.D.; 1 M.P.H.; 1 B.S.; 1 M.S.; 10 M.A.; 3 Ph.D.; 1 M.Com.; 1 M.Ed.; 1 M.B.; 1 Nursing.

The responses to selected specific questions contained in the questionnaires are given below (some of the questions have been omitted in this discussion, either because too few answers were received or because answers were so diffuse that categorization was difficult, if not impossible).

What do you understand to be the purposes of this workshop?

There were a variety of replies to this question but they universally expressed these points of view:

1. To gain more experience, to become familiar with the problems of other countries and to learn the techniques and skills for tackling problems concerned with family planning and adult education.
2. To plan demonstration projects which will enable the developing countries to promote functional literacy and family planning programmes.
3. To find out the best and most useful ways and means to eradicate adult illiteracy and to prevent further growth of population.
4. To plan and initiate better programmes for expanding literacy.
5. To find the relationship between the programmes of family planning and literacy.
6. To learn about teacher training and the preparation of materials both written and audio-visual, suitable for teaching.
7. To suggest ways in which countries can collaborate with one another in these programmes.

What kind of work would you like to be doing in your next position ?

A great many respondents said "the same", indicating that they feel their present assignments are challenging and stimulating. A few said they would like to expand the scope of their work to be nation wide. Others said they would like to work in positions which coordinated the work of several ministries, to have an assignment which would involve careful evaluation and research.

What do you hope to get out of this workshop ?

A few respondents said forthrightly they hoped to prepare a demonstration proposal which would be accepted and funded—others said they hoped to get information about new programmes, new techniques, new methods developed in other countries. One man said he hoped to learn more about what was going on in his own country; another said he wanted to learn about programmes developed for the army. Developing leadership skills was mentioned by several respondents.

Indicate the amount of knowledge you have in the following areas:

	<i>Little</i>	<i>Some</i>	<i>Expert</i>
a) Selecting family planning subject matter suitable for adult literacy materials	2	18	5
b) Writing and production of literacy materials dealing with family planning	6	13	7
c) Training of teachers of adult illiterates in family planning	10	10	8
d) Use of audio-visual aids and mass media to communicate to illiterate and neo-literate adults about family planning	4	13	10
e) Programme analysis and evaluation	7	17	4
f) Design and preparation of proposals, including budgeting, for demonstration projects.	7	14	7

The above summary indicates that the area where the group as a whole felt most insecure, as they analyzed their own strengths and weaknesses in coming to the workshop, was in training of teachers. Strangely enough, it was in this area where more than a third felt they had expert knowledge. The areas where they felt they had moderate background knowledge and information was in selecting family planning subject matter suitable for inclusion in adult literacy materials and in programme analysis and evaluation. The greatest number of those who considered themselves experts named the use of audio-visual aids, and the training of teachers. All the respondents from one country listed themselves as "expert" in all areas.

List your publications

The great majority of respondents said they had published nothing. A few had published at least one book. One member listed these titles, most of which seem

to be books:

History of World Education

Care of Child

The Way Teaching

How to Behave People and

10 pamphlets on agriculture, disease and animal husbandry and a text book for reading.

The second part of the pre-conference questionnaire had to do with training, experience and involvement in conducting evaluation and research.

Eighteen respondents said they had had some formal training in evaluation; 10 said they had had none. Eighteen also indicated they have been involved in evaluation of field programmes. Some of the comments made in connection with this question showed that conducting questionnaire studies to determine content and methods to be used in programmes were also considered evaluation studies. A number indicated they had carried on follow-up studies of trainees, and had prepared evaluation instruments for literacy materials which had been developed for use in programmes.

In your opinion what aspects of a literacy/family planning programme should be evaluated?

Many respondents did not reply to this question. Others indicated that both materials and methods must be pretested and post-tested. This includes printed materials and all types of audio-visual materials. Several said that evaluation must be a continuous, on-going process, an integral part of the total programme.

There were scattered responses to the remaining questions concerning evaluation. Pre-evaluation, continuous evaluation, and post evaluation were often mentioned as to when evaluation should occur. A first step named most frequently was the base-line survey. Those who should be held responsible for evaluating were government officials, teams of experts, extension workers, administrators, universities, all staff involved in the programme, members of a special evaluation department or team connected with the project, teams of international experts. There seemed no agreement as to a priority arrangement for any of these means of evaluation.

In answer to the question "what is meant by evaluation?" most respondents said "to see the result". One respondent said quite practically, "I understand preparing the most necessary goods before the baby comes!" Perhaps the most professional answer was, "Evaluation means to assess the result of the programme in terms of stated objectives".

Evaluation should be a means of modifying a programme in the light of facts turned up in the process of doing the evaluating.

The special skills needed by the evaluator are to know theory and practice, the methods of research, and communication techniques; to understand the broad objectives of education; to understand fully the specific objectives set up for the programme.

APPENDIX VI

IN-PROCESS EVALUATION

In order that the staff and steering committee might make adjustments in the planned programme which would more adequately provide for the specific needs of the participants after they had been introduced to the general concerns of the workshop, an in-process evaluation form was given to them at mid-point of the workshop in which they could voice their satisfactions and dissatisfactions with the programme as far as they had gone, and to make suggestions for change for the remaining time.

The first question had to do with the opening session, at which time several speeches were given, opening up the whole topic of literacy and family planning. The speeches voted most popular were those by Mrs. Fisher, Dr. Chandrasekhar, and Dr. Rao, the two latter being members of ministries of the Government of India. No adverse comments were made about any of the speeches, except some said they were too long.

In reply to the question, "What change would you suggest for orientation to future workshops?", a number of participants said there should be an early "get-acquainted" social gathering. Others were dissatisfied with registration procedures and several persons indicated a desire to know early who was really in charge of the entire operation; responsibility seemed too diffused.

The major purposes of the workshop were understood by most of the respondents to be the writing of a proposal for a pilot project and to develop an understanding of the relationship of family planning to literacy. Points which they thought were not made clear to them were the relationship of the case study "Tippiat" to the writing of the pilot projects and the exact ways in which the workshop was to operate.

Most of the following questions required "yes" or "no" answers for their reactions to activities which had been already covered. The results of the replies received from the participants are tabulated below:

<i>Questions</i>	<i>Replies</i>	
	Yes	No
Was enough time allowed for reports of current programmes of family planning/literacy programmes?	15	8
Was the kind of presentation for those reports appropriate?	16	7
Have you had experience in working with a case study like "Tippiat" before?	19	5
Did the case study help you in thinking about the problems involved in preparing a pilot project for your country?	21	3
Will writing a proposal be helpful to the programme of literacy/family planning in your country?	25	1

<i>Questions</i>	<i>Replies</i>	
	Yes	No
Has enough time been allotted for writing the proposal?	7	18
Does your country work group need further help in order to complete the writing of the proposal?	6	16
Are the functional work groups helpful?	25	0
Do these groups have adequate time allotted to them?	8	12

From these replies, it was evident that except for time allotments, the participants felt that the programme, as set up, was meeting their needs quite adequately. A few persons felt that more time should have been given to functional work groups before the country work groups were asked to begin writing.

In making general comments about the over-all schedule and programme, the greatest dissatisfaction expressed was with too limited a time to do all that had been scheduled. There was some criticism about the ill-timed preparation of materials to be distributed; lack of clear-cut leadership; lack of pre-conference orientation; lack of coordination among the staff. The participants were in no agreement as to whether they had adequate opportunity to express their views in general sessions. Half of them said "yes"; the other half said "no".

There was agreement that the facilities of the India International Centre were good, but too expensive for most of the participants. A few critical comments had to do with lack of conference rooms; poor lighting and lack of temperature control in the large rooms; poor food in the dining room. One respondent complained about having to pay for a room at Literacy House.

In suggesting changes in the scheduled programme for the remainder of the sessions of the workshop, these wishes were expressed: provide more time for discussion, using participants rather than experts; pinpoint discussions by relating them specifically to the work of preparing the pilot project; this was particularly needed in the discussions concerned with evaluation; give more time to functional work groups or drop them completely; give more free time for recreational activities; prepare summaries of each day's general sessions to be distributed.

As a result of the replies received on this questionnaire, certain changes were made in the original programme, the programme in its final form is given in Appendix I.

APPENDIX VII

FINAL EVALUATION OF THE TOTAL WORKSHOP ACTIVITIES

(a) EVALUATION OF GENERAL ACTIVITIES

The participants of the workshop in the pre-conference information given them were told that they were being invited to a meeting which had 4 main objectives: (1) to share experiences; (2) to explore common objectives; (3) to begin the exercise of planning a pilot project; (4) to guide World Education in determining the kind of assistance it could render in carrying forward the pilot projects, if any should be inaugurated as a result of the workshop experience.

In the final evaluation of the workshop, the participants were asked to indicate how they felt these objectives had been realized. Their responses are tabulated below:

<i>Objective</i>	<i>Degree of Success</i>		
	<i>Little</i>	<i>Moderate</i>	<i>Excellent</i>
Realizations of all 4 objectives	0	21	10
Sharing of experiences	0	19	13
Exploring common objectives	0	9	16
Assisting in project planning	0	11	18
Assisting World Education	0	4	24

Very few comments were made for this portion of the evaluation sheet. Most of those made concerned project planning. A number complained that time was too limited; others said the exercise was not realistic; it did not take into account all the hindrances that were apt to occur in actually putting the pilot projects into practice.

Twenty individuals indicated that other objectives than the four above had been achieved; 4 said none had evolved. In comments, the one most often mentioned was a broader understanding of the world-wide implications of family planning/literacy education. Other values mentioned were: a feeling of fellowship among the representatives present; good contacts with resource persons from other countries; good impetus given to fresh efforts in working in family planning/literacy projects.

The various activities of the workshop were also rated. The results are tabulated below:

<i>Activity</i>	<i>Degree of Success</i>		
	<i>Little</i>	<i>Moderate</i>	<i>Excellent</i>
Over-all rating of activities	0	7	23
Functional work groups	2	7	20
Country work groups	1	10	17

The only comment given a number of times was, "good, but time was too limited".

In answer to the question, "Should activities begun in this workshop continue?", 25 responded, "yes", 1 responded, "no".

The comments made were that World Education must follow up on the proposals made; more workshops should be held; each country should set up its own workshop, modelled on this one, which will help in promoting national projects.

The participants were asked how their knowledge had been increased and extended in the course of the workshop. The responses are tabulated below:

Area	Degree of Growth		
	Little	Moderate	Excellent
Selecting family planning subject matter of literacy	1	2	26
Writing and producing family planning/literacy materials	4	8	17
Training of teachers for family planning/literacy	2	8	18
Using audio-visual aids, mass media	5	8	16
Analyzing and evaluating programmes	0	10	17
Designing project proposals	0	6	22

Very few comments were given except, "more should have been done". In general, the participants seemed to feel that they had learned a good deal in various aspects of family planning/literacy.

When asked to indicate *one* major idea gained from the workshop, the largest number of respondents, in one way or other said a realization had been brought to them that family planning and literacy can be successfully combined. Other replies given a number of times were: group discussion is helpful; teacher training is all-important; other nations have problems and the exchange of ideas is very helpful; there must be intensification of the efforts now being made to eradicate illiteracy and to promote population control; the situation in all countries is indeed critical.

The over-all rating of the workshop activities was that 7 individuals rated it "good", while 23 rated it "excellent". Matters which received favourable comment were: excellence of speakers, fine quality of participants; workshop technique well exemplified. Critical comments said the programme was too crowded and not well organised; not enough time was allowed for discussion and consideration of important topics; better pre-planning would have meant a better workshop; there were not enough audio-visual aids.

The final questions dealt with those areas where participants felt they needed further assistance if they were to carry forward pilot projects in their own countries. The

summary of replies to these questions is tabulated below:

<i>Kind of Assistance for Family Planning Programmes</i>	<i>Degree of Help Needed</i>		
	<i>Little</i>	<i>Some</i>	<i>A great deal</i>
Choosing suitable subject matter	9	4	15
Writing production materials	6	4	19
Training teachers for family planning	6	10	10
Preparing audio-visual aids and mass media programmes	3	5	19
Analyzing and evaluating programmes	0	5	22
Designing proposals for projects	2	11	13

From the replies given, it is clear that most of the participants felt in need of further assistance in all areas of selecting and producing suitable materials for use in family planning projects; in training teachers; in preparing pilot projects; in the methods of evaluation.

(b) EVALUATION OF ACTIVITIES AT LITERACY HOUSE

As a part of the final evaluation of the workshop, participants were asked to react to various aspects of their visit to Literacy House. These are summarized below:

On the overall impression of Literacy House 28 replies were received; 2 of these rated the visit of minor value, 6 of average value, and 20 as of much value.

Three general questions were asked about the visit:

What most impressed you about Literacy House ?

Comments:

25 responses: 8 referred to staff—their effectiveness, quality and dedication, 6 emphasized good training programmes and the production of materials; individual departments mentioned included, extension, training, writer's school, mobile library, family life centre, screen painting, puppetry, and administration; 4 commented on the campus, functional arrangement of physical facilities, the House of Prayer and general atmosphere of the institution; all other comments were complimentary ranging from, liked it as a whole, place with a tremendous potential, to, its role in helping India and other countries by experiments in literacy and family planning education.

What least impressed you about Literacy House ?

Comments:

16 responses: 10 were dissatisfied with facilities or the weather, 7 of these with the accommodations, 3 with the excessive heat; other individual comments included—formality of field programme, tendency toward too much theory and false exhibitions, facilities antiquated, the limited number of students present during visit, large budget for buildings, inadequate follow-up programme for new literates.

What changes would you have made in planning the visit to Literacy House ?

Comments:

15 responses: 5 didn't like the weather and recommended that such visits be made during normal weather; other individual comments: would like to have seen more practical work in operation: should have been no distinction between accommodations—some given airconditioning, others not—poor food; liked travel by train better than plane; airconditioned bus should have been provided; improve plant to make classrooms, offices and dormitories more airy, neat and clean; visit should have been when classes were underway; and 2 persons said visit should have been scheduled earlier in the programme.

The various visits and discussion sessions were likewise evaluated. A general rating was given on a scale of 9 points, ranging from "not very helpful" to "very helpful and interesting". These ratings have summarized into 3 categories: "not helpful", "helpful", and "very helpful".

Tour of Literacy House

Total: 31 replies: 6 not helpful, 5 helpful, 20 very helpful.

Comments:

13 responses: 4 persons liked programmes and found them useful and informative; 3 didn't like the heat; 2 said they didn't have enough time; and individual comments varied *from*—excellent guide, objectives and programmes well defined in charts, buildings and grounds well-kept *to*—facilities antiquated and inadequate, tour should have been in late afternoon and at slower pace.

Presentation of Family Life Centre Programmes:

Total: 25 replies: 1 not helpful; 14 helpful; 10 very helpful

Comments:

11 responses; 5 persons favourable; ranging from satisfactory to excellent; 2 fair; 4 critical: too sophisticated for target, could have presented more actual situations, saw only home management but would have liked to have seen more of family life programme, goals not well emphasized.

Visit to Literacy classes:

Total: 29 replies: 2 not helpful, 18 helpful, 9 very helpful

Comments:

12 responses: 9 critical—4 said class seemed contrived or artificial, 4 said that the classroom was not suitable for teaching, 1 said that visual aids were not used; 3 favourable ranging from—interesting and touching to see how men learn in crowded, uncomfortable atmosphere—to superb presentation and competence of teacher to bring out students.

Puppet show (Hindi and English):

Total: 26 replies: 7 helpful, 19 very helpful

Comments:

17 responses: 10 favourable ranging from interesting to wonderful—3 emphasizing possibilities for creating motivation and 4, although impressed, expressed reservations as to villagers' capacity to understand the content and identify with puppets, cost of personnel, one show not enough to change people: 7 were critical, family planning too personal to discuss in developing countries, against discussion before mixed audiences in India, puppet shows not available in many areas and not effective in mass communication, too many children present and the emphasis on method of birth control not necessary, no effort made to involve and consult local experts before each showing.

Visit to Family Life Centre in village:

Total: 30 replies: 1 not helpful, 16 helpful, 13 very helpful

Comments:

14 responses: 11 were somewhat critical—3 said situation appeared to have been arranged in advance, 3 suggested more emphasis should be placed on health, nutrition and sanitation than on "colour harmony"; others expressed doubt if village women understood how the centre could help them, whether mixed age group could attain objectives; view that it was impossible to determine what was being taught and that teaching materials were too good; 3 favourable comments included, well informed, good experience and impressed with dedication of head of centre and scope of production, greater need for environmental sanitation and personal health education, impact on other phases of living leaves much to be desired; village prepared in advance for visit but actual condition of sanitation and health could not be hidden; health and nutrition should be included; impressed with what is being done but it does not appear to be applied, as people were shabby and dirty; hygiene and sanitation should be included with family planning education.

Visit to Young Farmer's Institute:

Total: 23 replies: 8 not helpful, 9 helpful, 6 very helpful

Comments:

11 responses: varied *from*, not very interesting; interesting but saw no students; *to*, good experience especially to see contrast between theory and practice; most comments however were critical including statements such as: saw only buildings and instructors/no action; too elaborate and sophisticated for rural setting; approach from top to bottom not effective and cost of buildings and facilities too high—unduplicable; ability of teachers to conduct work oriented literacy programmes questioned. (It should be noted that classes are not conducted for young farmers during exceedingly hot weather).

Presentation: Role of Puppetry in Family Planning:

Total: 26 replies: 2 not helpful, 11 helpful, 13 very helpful

Comments:

10 responses: some of which obviously related to the puppet show rather than the general session topic, such as: quite good, unrealistic, illogical story, offensive to some—

are big families unhappy?' or, women with 5 children accepted family planning idea but without seeing results; most comments favourable, including—effective, fascinating, tremendous; critical remarks included—question use of puppetry for the ordinary teacher; no give and take with audience; only one media and need for support of trained persons for leading group discussion.

Visit to Regional Family Planning Training Centre in Lucknow:

Total: 27 replies: 5 helpful, 22 very helpful

Comments:

14 responses: ranged all the way *from*—recommend countries in the region send family planning trainees to Lucknow for training under AID, Unesco, and other auspices; *to*—rather boring; most however were favourable—2 said time too short; 4, programme well organised and presented; others, excellent programme and physical facilities, impressed with staff team work; more material on socio-psychological approach to family planning education than we learned elsewhere; the critical comments such as, didn't understand why some people do not get help there; lack of understanding that this centre is for training and not a family planning clinic.

These reactions of the participants to the visit to Literacy House would indicate that in general, good results were attained by showing an actual demonstration centre where activities in literacy/family planning are actually in progress, after years of testing and tryout of materials and methods.



